

**UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT**



UNDERGRADUATE WORK

THE EFFECTIVENESS OF TBL FOR ENHANCING STUDENTS' VOCABULARY IN NINTH GRADE STUDENTS AT CENTRO ESCOLAR CATÓLICO MADRE DEL SALVADOR DURING SEMESTER I, 2019

**SUBMITTED TO ATTAIN THE DEGREE OF
LICENCIADO(A) EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA**

**PRESENTED BY
OSCAR ALFREDO CABALLERO TRUJILLO
TATIANA CAROLINA GONZÁLEZ NAVAS**

**THESIS ADVISOR
MASTER EDGAR AMÍLCAR PÉREZ MENDOZA**

**OCTOBER, 2020
SANTA ANA, EL SALVADOR, CENTROAMÉRICA**

UNIVERSIDAD DE EL SALVADOR

AUTHORITIES



M.Sc. ROGER ARMANDO ARIAS ALVARADO

RECTOR

DR. RAÚL ERNESTO AZCÚNAGA LÓPEZ

ACADEMIC VICERRECTOR

ING. JUAN ROSA QUINTANILLA QUINTANILLA

ADMINISTRATIVE VICERRECTOR

ING. FRANCISCO ANTONIO ALARCÓN SANDOVAL

SECRETARY GENERAL

LICDO. LUIS ANTONIO MEJÍA LIPE

UNIVERSITY RIGHTS DEFENDER

LICDO. RAFAEL HUMBERTO PEÑA MARÍN

UNIVERSITY ATTORNEY

**FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
AUTHORITIES**



**M.Ed. ROBERTO CARLOS SIGÜENZA CAMPOS
DEAN**

**M.Ed. RINA CLARIBEL BOLAÑOS DE ZOMETA
VICEDEAN**

**LICDO. JAIME ERNESTO SERMEÑO DE LA PEÑA
SECRETARY**

**M.A. EDGAR AMÍLCAR PÉREZ MENDOZA
HEAD OF THE ENGLISH LANGUAGE DEPARTMENT**

ACKNOWLEDGEMENTS

Special thanks to:

Almighty God, who has been helping me all my life and been in the good and in the bad times. Undoubtedly, I dedicate him this achievement because without him nothing of this could have been possible.

My beloved daddy **Luis Alfredo Caballero**, whom I love and admire the most; he, always, has been helping me whenever I have needed him. His pieces of advice, his wisdom, his prayer, and his unconditional pure love, make me feel strong and proud to continue working hard to achieve my goals.

My beloved mommy **Esperanza Trujillo**, and my beloved siblings **Kevin Ramón Caballero Trujillo, Karen Lissette Caballero Trujillo, and Ever Miguel Figueroa Trujillo** who have had an important role in this achievement because they always have been there for me.

My dear thesis classmate **Tatiana Carolina González Navas** and my dear friend **Luis Josué Vásquez Yan** who have been working with me in this project and they have given me their support whenever I need them.

Finally, I thank my thesis advisor **M.A. Edgar Amilcar Pérez Mendoza** who helped me achieved this goal.

Oscar Alfredo Caballero Trujillo

First, I would like to thank God for giving me wisdom, patience, intelligence, health, strength and courage to fulfill this goal in my life. I would like to thank Him for all his love that he has shown me every day. Besides, I would like to thank Him for being my support, my comfort, and my best friend throughout my whole life. I really appreciate God for giving me an excellent family, my beautiful mom and sister.

Second, I would like to thank my mommy **Rosa Isabel Navas** for being always by my side pushing me despite the difficulties. I would like to thank her for supporting me, encouraging me to keep going and not giving up. Moreover, I would like to thank her for inspiring me to finish this dream and for giving me all the support, motivation, courage, patience, tenacity, love, and understanding to accomplish my goal.

Furthermore, I would like to thank my sister **Rosa Magdalena González Navas**, who has been my second mommy, for supporting me during my studies. I would like to thank her for being always by my side the whole life, and believe I could do it. I would like to thank her for giving me confidence, love, support, endure all the time, and pushing me to finish my mayor.

Finally, I would like to thank my Thesis Advisor **Edgar Amílcar Pérez Mendoza** for guiding me in the best path and helping me to complete this thesis work. I thank him for being patience and pushing me to continue. Also, I would like to thank my friend and thesis partner **Oscar Alfredo Caballero Trujillo** for being patience with me and all people who motivated me and prayed for me to accomplish my goal.

Tatiana Carolina González Navas

INDEX

ABSTRACT	xii
INTRODUCTION.....	xiii
CHAPTER I: STATEMENT OF THE PROBLEM.....	14
1.1 DESCRIPTION OF THE PROBLEM	14
1.2 OBJECTIVES	17
1.2.1. GENERAL OBJECTIVE	17
1.2.2. SPECIFIC OBJECTIVES	17
1.3 JUSTIFICATION.....	18
CHAPTER II: STATE OF ART	20
2.1 THEME-BASED LEARNING (TBL).....	20
2.1.1 Theme-Based Learning is used with natural science instruction	20
2.1.2 Advantages of Theme-Based Learning	21
2.1.3 Creative thinking.....	22
2.1.4 Collaboration in TBL	22
2.1.5 Characteristics of a Collaborative Classroom	22
2.2 Goal setting	23
2.3 Enhanced vocabulary	23
2.3.1 Learning vocabulary.....	23
2.3.2 Definitions of vocabulary.....	24
2.3.3 Aspects of vocabulary	25
2.3.4 Kinds of vocabulary	25
2.4 Summary	28
CHAPTER III: METHODOLOGICAL DESIGN	29
3.1 Paradigm and Design	29
3.2 Preliminary phase.....	29
3.2.1 Approaching the field of study.....	29
3.2.2 Diagnostic study.....	30
3.2.3 Definition of the problem.....	30
3.3 Planning phase	30
3.3.1 Operationalization of variables	30

3.3.2 Data collection of instruments.....	33
3.3.3 Validation of data collection instruments.....	33
3.3.4 Validity and reliability	34
3.3.5 Ethical aspects.....	34
3.3.6 Plan of intervention	35
LESSON No. 1 Don't Discriminate.....	35
LESSON No. 2 Bilingual School.....	38
LESSON No. 3 Mary's life.....	41
LESSON No. 4 French Painting and Impressionism	44
LESSON No. 5 Things you can do to help save the earth	47
LESSON No. 6 Bullying.....	50
LESSON No. 7 Social Networks are a Vehicle for Doing Good.....	53
LESSON No. 8 Friendship.....	56
3.4 Execution Phase	59
3.4.1 Data Collection Procedures.....	59
3.4.2 Data Processing.....	59
3.4.3 Data Analysis and Interpretation.....	59
CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA.....	60
4.1 Diagnostic test for the student's classes in ninth grade	60
4.2 Interview guide for the teacher's classes in ninth grade.....	60
4.3 The effectiveness of the use of vocabulary in productive skills development.....	61
4.3.1 Speaking skill.....	61
4.4 Discussions of results, findings and limitations	62
4.5 Observation guide for the Teacher's Classes in Ninth Grade	62
4.6 Questionnaire for students in Ninth Grade.....	63
CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS	65
5.1 Conclusions.....	65
5.2 Recommendations.....	66
5.2.1 to teachers:.....	66
5.2.2 to ninth grade students:	67
5.2.3 to future researchers:	68
5.2.4 Budget.....	71
BIBLIOGRAPHY	72

APPENDIXES 73

APPENDIX A 74

APPENDIX B 77

APPENDIX C 79

APPENDIX D 81

APPENDIX E 82

APPENDIX F 85

APPENDIX G 87

APPENDIX H 89

APPENDIX I 92

APPENDIX J 114

APPENDIX K 118

ABSTRACT

The fundamental purpose of this thesis work was to enhance ninth grade students' communicative ability by the incorporation of the Theme-based Learning Approach (TBL). The research team through a previous observation identified the necessity of designing suitable activities for students' improvement of their speaking skill. After stating clear objectives, researchers selected the appropriate tools and proposed an intervention plan to meet directly the students from Centro Escolar Católico Madre del Salvador response to TBL oral practices. Students had the main role in the class since they worked by themselves on information, reasoning, and personal opinion about the activities. Along with this, students' oral performance was verified with their report at the end of every class. In consequence, this approach remains students' constant use of the language in a real-life context. Learners were involved in the specific activities by integrating the new concepts, past vocabulary, and their own knowledge in their outcomes.

INTRODUCTION

To communicate effectively in the second language, learners need constant oral practices, so they speak, understand, and transmit messages effectively. The Theme-based Learning Approach particularly promotes opportunities for students to expand their vocabulary and use it in real-life conversations. Then, the research team seeks to adjust this way of teaching in factual classes. The present action research study is focused on that aspect: “To deduce the effects of TBL for enhancing ninth grade students’ vocabulary at Centro Escolar Católico Madre del Salvador during semester I 2019”

This research project is divided into five chapters: The first chapter includes a description of the problem previously diagnosed. It presents a set of research objectives to be reached that will lead this investigation, as well as the central research question. Besides that, it contains convincing reasons that justify this research study.

Chapter II presents the state of art to document information of studies carried out by experts on the communicative competence area. The data of these sources outlines how Theme-based Learning enhance the speaking skill.

Chapter III details the methodological design of this research, so the different steps to carry out the study are explained. It includes the paradigm selected to tackle the problematic situation, the definition of the problem, the plan of intervention, the necessary instruments used to collect the information, the operationalization of the variables, and all the processes followed to analyze and interpret the data.

Afterward, Chapter IV is the analysis and interpretation of the data. In this section the results from interventions and questionnaires are examined to show the variations in the English classes and the results obtained during the investigation process.

In chapter V, researchers draw conclusions on the findings and the recommendations to the teachers, to ninth grade students, and to the future researchers.

CHAPTER I

STATEMENT OF THE PROBLEM

TBL (Theme Based Learning) is beneficial for students when the teachers put it into practice in their classes for enhancing vocabulary. Students learn naturally; therefore, this method helps them to build creative thinking and increase their vocabulary. Hence, vocabulary is crucial and indispensable for students because the success of the academic performance depends mainly on their ability to reproduce the language. If their vocabulary is poor, they are very likely to fail in their academic performance and also in their grades. On the other hand, if they have extensive vocabulary, they will have a better chance to succeed in the English learning process. In addition, TBL helps students to enhance vocabulary, and it contributes to provide realistic and motivating uses of language.

Theme-based learning – or the practice of integrating curriculum areas around a topic – helps learning become more relevant for students since it helps them to talk a topic that may lead to meaningful learning. According to some experts, learning is a process of integration because it sees how facts and ideas connect with each other across subjects; therefore, meaning is constructed. This is why, theme-based learning is effective because it integrates various relevant subjects in the curriculum. In other words, integration of subject content is intended to help students make sense of the many dimensions of their world, and it also enhances students' ability to transfer the competencies and skills acquired in one context to other appropriate situations.

1.1 DESCRIPTION OF THE PROBLEM

In Theme-Based Learning, students think for themselves, and follow the thread of a topic to explore. TBL also helps students make connections to transfer knowledge and apply it into real conversations. This approach is effective mainly because one part builds on another and thus reinforces vocabulary and content. From that point of view, TBL is considered the most natural way to learn since students find something that intrigues them and promotes their participation in classes. In other words, they are more interested in learning without any pressure from teachers; moreover, they internalize vocabulary by themselves naturally.

During two weeks, the researchers carried out observations addressed to the students of ninth grade at Centro Escolar Católico Madre del Salvador in Santa Ana with the purpose of observing how English is taught and the problems that students face to grasp vocabulary. During the observations, the researchers detected some problems that affect students' academic performance and their vocabulary as well. The researchers made use of a test, an interview (addressed to the English teacher), and an observation guide.

First, the diagnostic test revealed that student's vocabulary is limited because they cannot identify nouns, adverbs, verbs to express ideas, especially in the oral form, since they do not find the correct words to communicate. In addition, students do not command basic grammatical structures such as the use of third person singular in the simple present; however, the students of ninth grade should manage certain vocabulary at this level. In addition, the teacher does not use a learning method that fits each student's needs.

Second, in the interview addressed to the English teacher, she affirmed that she does not have the resources in the institution to maximize student learning; as a consequence, students learn English in a mechanical manner because she does not provide them with extra activities to assimilate the grammatical structures and also pronunciation of words since she resorts to the course syllabus that MINED provides. Time is another factor that affects English practice because it is insufficient to cover the program since the students attend only 4 hours per week; thus, they barely do extra activities to reinforce the English learning process; nonetheless, the researchers consider that the implementation of extra activities would be very helpful in order to strengthen the language and internalize the content studied in class, especially in the oral form.

Finally, according to the observation guide, the researchers realized that the teacher does not take into account the differences between learning and acquisition of a second language because there is an excessive use of the native language in the classroom, of course, this is not helpful for student's vocabulary enhancement because students do not practice the language in a correct environment; moreover, the teacher does not provide assertive feedback at the end of each topic or activity; as consequence, they continue making mistakes even when they move to the next level. Also, she does not make use of motivational techniques or methods that help

students improve their English vocabulary acquisition; as a result, there is little participation, attention, and interest in the class from students.

On the other hand, teachers do not have audio visual aids to learn vocabulary since some students internalize the content or vocabulary better through visuals. As a result, the researchers consider that those issues affect students directly because they do not acquire new vocabulary, and they do not develop creative thinking, so they do not produce the language by themselves. This study proposes to deduce the effect of TBL for enhancing ninth grade students' vocabulary at Centro Escolar Católico Madre del Salvador during semester I 2019. The researchers plan to detail students' learning through TBL application in ninth grade and analyze whether "TBL" empowers their vocabulary through its implementation. Thus, the purpose of this research study is to find an answer for the following question: How does TBL enhance ninth grade students' vocabulary?

1.2 OBJECTIVES

1.2.1. GENERAL OBJECTIVE

- To deduce the effects of TBL for enhancing ninth grade students' vocabulary at Centro Escolar Católico Madre del Salvador during semester I 2019

1.2.2. SPECIFIC OBJECTIVES

- To ascertain the contribution of “TBL” to enhance English speaking vocabulary
- To analyze the contribution of TBL in the process of English learning vocabulary

1.3 JUSTIFICATION

This research study will help students of junior high school at Centro Escolar Católico Madre del Salvador empower their active vocabulary. That lack of vocabulary leads students into poor skills development and frustration when they try to put the target language into practice; therefore, the importance of this research is to deduce the effects of TBL for enhancing ninth grade students' vocabulary and provide recommendations for helping the students' learning process. In addition, this research study will analyze the contribution of TBL in the process of English learning vocabulary.

This research study will be conducted with junior high school students because they will have a significant change going from junior high school into high school. Therefore, students will have more exigencies in high school regarding to English language; thus, this research project will equip students with the active vocabulary required for facing the challenges that will come with high school. This research project will also benefit the institution and English teacher since it will prove with strong evidence and significant information that students' vocabulary can be maximized through the implementation of TBL for English teaching. It is imperative to carry out this research project since students will reinforce their English skills at a point in which they will be able to produce the target language by themselves by using their active vocabulary.

According to the general communicative competence level to be reached by the end of the junior high school of the Ministry of Education of El Salvador page 47, students of ninth grade should possess a Novice Advanced English level when finishing ninth grade which prepares them to get into high school. As a result, the information gathered during the observation period contrasts this requirement because it was observed that students have deficiencies with the most basic grammatical English rules required by MINED for them to get the right to get into high school.

According to the methodological guidelines of MINED for teaching English, the communicative approach of the English subject emphasizes comprehension and negotiation of meaning rather than production of structures. From that point of view, learning new vocabulary through the implementation of TBL would enhance students' ability to reach that objective and

to get prepared for the challenges that are established for high school. That is why, ninth grade students at Centro Escolar Católico Madre del Salvador are the ones who will be benefited because the outcomes will be shared with the teacher who is working with this grade, so she will be able to apply new techniques and methodologies for making her students improve in this grade. Also, students will receive tools for improving their vocabulary bank in order to enrich their English. Hence, the information will be of great benefit for further researchers to take it as a basis for future research projects.

CHAPTER II

STATE OF ART

2.1 THEME-BASED LEARNING (TBL)

Theme based learning approach (TBL) links curriculum and capitalizes on students' interests, creating a sense of purpose and community by building their interests, life experiences, attitudes, and skills. Thus, knowledge is developed in meaningful ways in the classroom. Moreover, inquiry and communication are activated by a desire to know more, resulting in enthusiastic participation in the learning process (Adam, 2015). TBL helps learning become more relevant for students but it can also be challenging for educators for some are accustomed to prescriptive lessons. This research, in addition, shows how to implement vocabulary by putting TBL into practice, the advantages of TBL, and the different types of vocabulary that ninth grade students of Madre El Salvador school should manage.

2.1.1 Theme-Based Learning is used with natural science instruction

According to (EdTechLens, 2019), a structure for integrating content areas, learning around a theme makes sense to students because it helps them make connections, transfer knowledge, and apply it. Research into how the brain works and the psychology of learning shows that learning is a process of integration when facts and ideas connect with one another across subjects meaning is constructed. When communicating that meaning, the learning is further reinforced. This is why, theme-based learning is so effective. Moreover, it fosters comparison, categorizing, and pattern finding building blocks of the scientific method. For example, a theme that celebrates birds could include investigation of birds in the student's environment, write a paragraph about one of these birds, practice bird calls and integrate them in a song about birds, solving math word problems on how far birds travel or how high they fly, making up a bird poem and bird dance, referring to non-fiction readings about bird communication, socializing, and growth from egg to bird. To sum up, it can be seen that learning around a theme helps students make connections as it was said in the example above about birds. Students may do a research on a specific topic so that they can acquire more information naturally.

2.1.2 Advantages of Theme-Based Learning

a) It is more fun to teach and to learn using a theme.

It is a key ingredient in learning. “If children are happy, they are confident, and so are teachers. This magic combination makes teaching and learning so much more effective. Children become inspired and wider-thinking. Teachers may still be exhausted, but now it's an exhaustion that makes them feel fulfilled and valued.” (Lawrence, 2019)

b) It harnesses curiosity to motivate learning.

When a child or an adult finds something that intrigues them maybe a foreign stamp or a stone, they want to know more and so they start on a journey of collecting ideas and information. With the stamp, the child finds out about its source, the geography of its people, the music of their homeland, the art work within it. They investigate its richness, draw its setting, sing its songs, write letters to find out more, and investigate in books and on the internet. The learning is never sluggish, but is vibrant and exciting (Lawrence, 2019).

c) Educators transition to being facilitators of learning.

“The teacher is no longer a provider of facts copied from the board and learned for homework.” “Instead, because the boundaries of exploration are far wider than the teacher can predict, he or she becomes a learning manager.” A learning manager guides children while keeping open the opportunity for self-guided discovery (Lawrence, 2019).

d) It teaches children how to learn.

With theme-based learning, children are thinking for themselves following the thread of a topic to explore and discover more. “It gives them a taste of moving from one related area to another related area and one builds on another. It's a way of learning throughout life (Lawrence, 2019).”

e) It draws in the child's family.

Parents become more easily partners in learning around a theme. “The family, with its own interests and views can more easily become involved thus broadening the spectrum of the whole experience (Lawrence, 2019)” In this regard, TBL provides many advantages that make students feel pleased and confident when learning since they have curiosity on a specific topic,

they look for more information to increase their knowledge. Teachers, at the same time, become learning managers who guide children for self-guided discovery. Finally, parents are involved with students since they become more easily partners in learning around a theme.

2.1.3 Creative thinking

TBL also includes the Creative Thinking competency which involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality (BC'S New Curriculum, 2018). Thus, it means that students should put into practice the knowledge acquired through new ideas and concepts that come from the investigation assigned by the tutor. As said by Leonardo Da Vinci, "To develop a complete mind... learn how to see. Realize that everything connects to everything else."

2.1.4 Collaboration in TBL

Besides the TBL approach, Collaborative classroom deals with the same needs: teachers and students. In short, the role of teachers is defined in terms of mediating learning dialogue and collaboration through assignments to students.

2.1.5 Characteristics of a Collaborative Classroom

Collaborative classroom seem to have four general characteristics. The first two capture changing relationships between teachers and students. The third characterizes teachers' new approaches to instruction. The fourth addresses the composition of a collaborative classroom.

- a) **Shared knowledge among teachers and students**
- b) **Shared authority among teachers and students**
- c) **Teachers as mediators**
- d) **Heterogeneous groupings of students**

Whenever, collaborative teachers value and build upon the knowledge, personal experiences, language strategies, and culture that students bring to the learning situation. Students see that their experiences and knowledge are valued and motivated to listen and learn in new ways. In collaborative classrooms, teachers help students listen to diverse opinions, support knowledge claim with evidence, engage in critical and creative thinking, and participate in open and meaningful dialogue. Therefore, mediation plays an important role because it helps

students figure out what to do when they are stumped and helps them learn how to learn. Undoubtedly, in collaborative classrooms students are engaged in a thinking curriculum where everyone learns from everyone else and no student is deprived of this opportunity for making contributions and appreciating contributions of others.

2.2 Goal setting

In TBL, Goal Setting is especially important to prepare students for learning in many ways such as: to set goals, talk about their goals, and become more actively involved in the content of the unit. Also, critical process helps guide before, during, and after-learning activities. Although teachers still set goals for students, they often provide students with choices. When students collaborate, they should talk about their goals. For example, one teacher asked students to set goals for a unit on garbage. In one group, a student wanted to find out if garbage is a problem, another wanted to know what happens to garbage, a third wanted to know what is being done to solve the problem of garbage. The fourth member could not think of a goal, but agreed that the first three were important and adopted them. These students became more actively involved in the unit after their discussion about goals, and at the end of the unit, could better evaluate whether they had attained them (North Central Regional Educational Laboratory, 1990).

2.3 Enhanced vocabulary

Enhanced means to improve the quality, amount, or strength of something. (Press, 2019) From middle English (formerly also as *inhance*): from Anglo-Norman French *enhauncer*, based on Latin *in-*(expressing intensive force) + *altus* ‘high’. The word originally meant ‘elevate’ (literally and figuratively), later ‘exaggerate, make appear greater’, also ‘raise the value or price of something’. Current senses date from the early 16th century.

2.3.1 Learning vocabulary

Learning vocabulary is an ongoing process that takes time and practice. Vocabulary acquisition requires continual repetition in order for effective vocabulary learning. Management to emerge vocabulary acquisition is not something a student can spend time learning or memorizing, like grammar, and be successful. Acquisition requires the learner to be disciplined; spending time each day working on words he/she does not know in order for learners to remember high frequency words and put them into their long term memory. Vocabulary, like

other aspects of language learning, can be facilitated when done through cooperative learning. Vocabulary acquisition is a very learner-centered activity with the effectiveness of the learner's strategies depending on his/her attitude and motivation towards new vocabulary acquisition. This is true because the main motivational learning factor must come from the student, but when learning vocabulary in a cooperative learning environment it allows students to learn from peers closest to them. Students felt more relaxed and learned more from peers since they saw that making mistakes is acceptable, having goals is good, and learning English can be fun. So, even though vocabulary acquisition is a learner-centered activity in regards to studying and being disciplined to set goals, when done in collaboration with peers.

2.3.2 Definitions of vocabulary

Vocabulary is one component of a language. Vocabulary is an important aspect in listening, speaking, reading and writing. It means the learning activity works smoothly without knowing vocabulary. Vocabulary is a component of a language that maintains information about meaning and using word in a language. In addition, vocabulary defines number of words with meanings and definitions used by someone or students to express the idea in language. Based on definition above, vocabulary is a group of words which have been mastered and to be used in communications by the students.

Vocabulary is an important part in the English language. It has a great importance for the students to transmit and share their opinions, thoughts and ideas in the oral and written form. The students can speak fluently and have a good writing skill if they know many words. So, vocabulary is really important in the process of learning English. However, to make it improve is quite hard to be done. Carter (1987) Building up a vocabulary is a complicated process, and one that takes a long time. By one, five years or so, children may have around fifty words, and a couple of years later, many have several hundred. But the process does not stop there, at the age of four or five. Children as old as eight or nine are still working out complicated word meanings, e.g. the meanings of terms like *cousin* and *although*. And adults go on acquiring vocabulary over many years. Words like *inconcinuous* or *widdershins* send many of us to the dictionary. (p. 184)

(Cook, 1991) says "Vocabulary is as words which are related one to another so the meaning depends on the context." Dealing with this point of view about vocabulary, it can be concluded that vocabulary is meaningful words within the context that help students to master

the English Language, even it has a similar word; it must have different usage depending on the context; for example, the word “thing” and “stuff.” Although they have the same meaning, the context is different. The word “thing” is appropriate to be used in the formal situation, and the word “stuff” is adjustable to be applied in an informal situation.

(P., 1996) stated that vocabulary is the words that teach in the foreign language. Based on this opinion, when the students learn English, they must be taught vocabulary for strengthening their language acquisition from the early beginning step. By learning vocabulary, the students will not only learn single words of foreign language, but also set phrases, variable phrases, phrasal verbs and idioms of foreign language.”

2.3.3 Aspects of vocabulary

According (Brown, 2011), there are nine aspects of vocabulary knowledge. These aspects of vocabulary include spoken form, written form, word parts, form or meaning link, concepts and referents, associations and synonyms, and grammatical functions. Dealing with this interesting opinion, the aspect of vocabulary includes recognizing the form of the word and attaching a meaning to it. It is also recognizing and knowing its word class, how it is pronounced and how it is spelled, its yms and hyponyms of its senses and derivatives, the sense of gramatical properties of the word, how it collocates with other words in multi-word items and lexical patterns, and constraints on the use of the word.

2.3.4 Kinds of vocabulary

(Read, s.f.) stated that there are two kinds of vocabulary; the function words and the content words. Function word is a word that serves a grammatical function but has little identifiable meaning. The function words include:

(a) **Articles** – it is one of a limited class of noun modifiers that determine the referents of noun phrases. For example: an extremely fast runner, this bouquet of roses, the substance of this bottle, etc.

(b) **Preposition** –it is a function word that combines with a noun or pronoun or noun phrase to form a prepositional phrase that can have an adverbial or adjectival relation to some other word. For example: under the car, to him, with them, etc.

(c) **Pronoun** –it is a function word that is used in place of a noun or noun phrase. For example: I like him, I know her, she is never late, etc.

(d) **Conjunction** –it is an uninflected function word that serves to conjoin words or phrases or clauses or sentences. For example: Rita and Rina, tea or coffee, beautiful but lazy, etc.

(e) **Auxiliaries** –it is a forming part of the conjugation (pattern of the tenses of main verbs) which is always inflected. For example: I will come, he does not come, I am hungry, etc.

Meanwhile, Content Words is a word to which an independent meaning can be given by reference to a world outside any sentence in which the word may occur compare. The content words include: (a) **Noun** - is a member of a large, open lexical category whose members can occur as the main word in the subject of a clause, the object of a verb, or the object of a preposition(or put more simply, a noun is a word used to name a person, animal, place, thing or abstract idea). A noun can be classified into proper nouns and common nouns, Collective nouns, Concrete nouns and abstract nouns, etc. For example: London, Jupiter, school, etc; (b) **Full Verbs**- it is a verb with its own meaning: a verb that is not an auxiliary verb. For example: She lives in Jakarta; some people are there; do you feel happy?

(f) **Adjectives** –modifies a_noun_or a_pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies. For example: The truck shaped balloon floated over the tree tops; Mrs. Morrison papered her kitchen walls with hideous wall paper; the small boat foundered on the wine dark sea;

(g) **Adverbs**- An adverb modifies a_verb, an_adjective, another adverb, a_phrase, or a_clause. An adverb indicates manner, time, place, cause, or degree and answers questions such as "how," "when," "where," "how much". For example: These unfortunately action made the mourning clothes; the mid wives waited patiently through a long labor; the boldly spoken words would return to haunt the rebel.

Based (Read, s.f.) view about kinds of vocabulary above, vocabulary is kind of words which include part of speech such as noun, verbs, adjective, adverb, article, preposition, pronoun, conjunction, and auxiliaries. This part of speech has an influence in giving a meaning to the word. For example, the using of article, the in, student makes the word, students become

indefinite subject. And the using of article, a in student makes the word, students become definite subject, and so on.

According to (Farris, 2004) in her book “Teaching Reading: A Balance Approach for Today’s Classroom” stated that there are four types of vocabulary which are listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. Listening Vocabulary is the first type of vocabulary a young child acquires. It will become the largest of his vocabulary when the words he hears and understands but might not actually use in his every day speech or his writing. Speaking Vocabulary is the words learned initially by imitating the modeling done by family members and adults in the child’s life. Reading vocabulary is the words which need to be known and understood by the people who read the text. Finally, writing vocabulary is the words learned primarily in school where the children are exposed to an increasing variety of words. Therefore, the type of vocabulary includes words which must acquire by the students and teacher particularly in listening, speaking, reading, and writing skills so that the students can succeed in learning English.

(h) English idioms

English idioms are an important part of everyday English. They come up all the time in both written and spoken English. Because idioms do not always make sense literally, it needs to be familiarized with the meaning and usage of each idiom. That may seem like too much work, but learning idioms is fun, especially when comparing English idioms to the idioms in your own language.

Learning to use common idioms and expressions will make English sound more native, so it is a good idea to master some of these expressions. The tables below are organized by how common the idioms are in American English. It can started by learning the very common English idioms since these are the ones that can be encounter regularly watching American movies , TV, or visiting the United States.

These English idioms are extremely common in everyday conversation in the United States. They can be heard in movies and TV shows and can be used to make English sound more naturally (EF Education First, 2019).

(j) Synonym

A synonym is a word or phrase that can be substituted for another word or phrase in a particular context. For example, *happy* is a synonym of *glad*. We can say that *happy* and *glad* are synonymous (Grammar Monster, 2019).

(j) Antonyms

Antonyms are words that have contrasting, or opposite, meanings. Like so much of the English language, "antonym" is rooted in the Greek language. The Greek word *anti* means opposite, while *onym* means name. Opposite name - that makes sense (Your Dictionary, 2019)!

In other words, practicing vocabulary is an ongoing process which requires systematic repetition to help students learn, especially low context vocabulary. Students can retain the vocabulary they find useful and relevant to their subject matter by learning vocabulary through different ways; such as, context, cooperative learning, and using technology. Vocabulary has become an extremely important part of second language, and teachers cannot rely on students acquiring the needed vocabulary just through interaction with the language. The importance of practicing vocabulary makes students understand and communicate with others in English. It is a common knowledge that vocabulary is central to English language because without sufficient practice students cannot understand others or even express their own ideas.

2.4 Summary

Briefly, Theme Based Learning (TBL) suggests a way of teaching in which students can develop knowledge in meaningful ways by building their interest, life experiences, attitudes, and skills. TBL, also, provides many advantages that pleased teachers, students, and parents since they become partners as well. On the other hand, learning vocabulary is meaningful for ninth grade students from Madre del Salvador School because they are more prepared when they get into high school. According to Nakata 2006 learning vocabulary is an ongoing process that takes time and practice. As a final point, TBL is not only beneficial for teachers but also for students since it provides a variety of forms in learning around a theme in the classroom.

CHAPTER III

METHODOLOGICAL DESIGN

This chapter explains the steps to carry out this investigation. The reasons of choosing this action research approach is the selection of specific instruments, the plan of intervention, the data collection procedures, and some other significant aspects of the development of this investigation. Each part supports the understanding of the study and its constituents before and during the investigation.

3.1 Paradigm and Design

This action research approach aims to collect and interpret data for the problem studied - the limited use of appropriate speaking vocabulary to ninth grade students' level at Centro Escolar Católico Madre del Salvador- since it will provide qualitative information. The research team will use the qualitative paradigm to deduce the students' attitude towards the approach implemented and analyze all the information with the attempt of incorporating and creating more opportunities for speaking vocabulary practices. Definitely, the research team will direct the work to change the circumstances of learning and analyzed students' responses to a more authentic language use.

3.2 Preliminary phase

The main intention of selecting the topic was to emphasize the importance of this study. Some considerations as the group studied and the students' English level vocabulary was detailed to get the more convenient diagnostic tools. It was essential to deal with observation guides and an interview addressed to the teacher.

3.2.1 Approaching the field of study

English lessons consist of several activities to practice the target language; the proper selection of them is decisive in the learning process. The same topic may be taught with different methods and approaches; some can work and some cannot. Under these circumstances, this research work proposes a key subject of inquiry: to deduce the effects of TBL for enhancing ninth grade students' vocabulary at Centro Escolar Católico Madre del Salvador during semester I 2019. Through the implementation of mini presentations, dramas, and dialogues, speaking vocabulary will be boosted naturally. Students, moreover, experiment a learning environment in which activities include and incorporate meaningful topics for students so that they can

acquire in a motivating manner the new speaking vocabulary. To start this action research study, the investigators will ask for the principal's authorization and the teachers' permission to work with the group of ninth grade students at Centro Escolar Católico Madre del Salvador.

3.2.2 Diagnostic study

An observation guide, a diagnostic test, and an interview addressed to the teacher was carried out to know students' performance while developing their speaking vocabulary. Moreover, the diagnostic test revealed that student's vocabulary was limited and if they can identify nouns, adverbs, verbs to express ideas, especially in the oral form.

3.2.3 Definition of the problem

The researchers carried out a preliminary diagnosis that was really helpful to state the problem. First, the researchers observed the classes for two weeks and filled an observation guide to collect data about the development of the English Class at Centro Escolar Católico Madre del Salvador. Also, an interview addressed to the teacher was conducted, and it was essential to know that she does not have the resources in the institution to maximize students learning. Finally, the researchers administered an observation guide and a diagnostic test which shows that most students have problems because their vocabulary is limited since they cannot identify nouns, adverbs, and verbs to express ideas.

3.3 Planning phase

After the topic was defined and the objectives were stated, the researchers will begin to work on the planning phase to build a concrete state of art based on the variables in this project. In this way, researchers will search information in different sources to evidence the importance of student's vocabulary in the English language. Finally, the included information will be analyzed and organized to bring just the key details to this research study. As a result, this will help to make the study reliable and worthy.

3.3.1 Operationalization of variables

It is necessary to operationalize the variables and set clear objectives. Then, the researchers identified the indicators of the independent and dependent variable. These indicators are characteristics of the variables which must be specific. The indicators will help researchers to determine if the plan of action will meet the specific objectives.

RESEARCH QUESTION	GENERAL OBJECTIVE	SPECIFIC OBJECTIVES	UNITS OF ANALYSIS	VARIABLES	DEFINITION OF THE VARIABLES	INDICATORS	INSTRUMENTS	TIME
How does TBL enhance ninth grade students' vocabulary?	To deduce the effects of TBL for enhancing ninth grade students' vocabulary at Centro Escolar Católico Madre del Salvador during semester I, 2019	To ascertain the contribution of "TBL" to enhance English speaking vocabulary To analyze the contribution of TBL in the process of English learning vocabulary acquisition	Ninth grade students of Centro Escolar Católico Madre del Salvador	<p>Independent Variable</p> <hr/> <p>The effects of TBL</p>	Theme Based Learning links curriculum and capitalizes on students' interests, creating a sense of purpose and community in the classroom.	<p>-Activities that can include and incorporate meaningful topics for students so that they can acquire in a motivating manner the new vocabulary.</p> <p>-Through some oral activities such as mini debates, mini presentations, and dialogues, the researchers will identify the quality of students' vocabulary.</p>	<p>-Observation guide</p> <p>-Questionnaire addressed to the students</p>	

				Dependent Variable	The researchers will carry out activities that can enhance vocabulary in ninth grade students from Católico Madre del Salvador during semester I, 2019			
				Enhancement of Vocabulary				

3.3.2 Data collection of instruments

The research team utilized an observation guide, a diagnostic test, and an interview addressed to the teacher. These tools helped the researchers gather the information to assess students' development of their speaking vocabulary and verify if the implementation of Theme-based Learning Approach encourage ninth grade students to enhance their English vocabulary.

In the first instrument, **observation guide of the class framework in regard to TBL** (Appendix C), the researchers used a set of nine statements to observe the students from Centro Escolar Catolico Madre del Salvador and the students teachers' performance during the class which were divided in always, sometimes, and never. At the same time, the observer wrote comments about the development of the class. In the statements from one to thre, it was asked if the class was students centered or teacher centered and if the teacher adapted activities to real-life situations. From four to six statements, it was asked if the student teacher included TBL activities, if the students were provided with appropriate material, and if the students were encouraged to speak frequently in class. From seven to nine statements, it was asked if the students were able to make verbal productions and if they were willing to participate at the end of the class.

In the second tool, researchers used a **questionnaire addressed to the students to know the acquired learning which contained ten open questions.** (Appendix E) In the first and the second questions students were asked what they thought about the class and how they felt in the activities developed in every class. In questions three and four, students were asked what was the most difficult during the class using these type of activities and the benefits they got. In the same way, in the questions five and six, students were asked the benefits of every activity carried out and what was their opinion about the presented vocabulary. Moreover, in the questions seven and eight, students were asked about what they thought about the student teachers class and what aspects they improved after working with those types of activities. Finally, in the questions nine and ten, students were asked if those activities helped them to communicate their ideas and if they would like to continue working with those types of activities.

3.3.3 Validation of data collection instruments

To collect data during this study, the research tools were based on the operationalization of the variables so that each question or item could be clear enough. Also, each tool was validated by

three research experts and the thesis advisor. The research team took into consideration all the suggestions and recommendations given by them to make the necessary changes to improve the tools. Likewise, the research team provided a validation sheet for each tool to the experts.

3.3.4 Validity and reliability

To make the research tools valid, the research team worked with them base on three main validity criteria: “Face validity,” “Content Validity” and “Predictive Validity” taking into account the operationalization of variables while designing the tools. Moreover, each instrument was elaborated in a very careful manner to make sure that they did not omit any relevant detail.

3.3.5 Ethical aspects

The research team aim to conduct this study to deduce the effects of TBL for enhancing ninth grade students’ vocabulary at Centro Escolar Católico Madre del Salvador during semester I 2019. Thus, the respect of the basic principle norms of ethics presented in this research project were:

- a) **Non-maleficance:** Research participants were not harmed neither physically nor psychologically.
- b) **Informed consent:** Research participants understood that (a) they were taking part in the research and (b) what the research team required of them. Also, participants were volunteers taking part without having been forced or deceived.
- c) **Anonymity and confidentiality:** Research participant’s personal information was kept anonymous and confidential.

3.3.6 Plan of intervention

LESSON No. 1 Don't Discriminate

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING
To get students familiar with the Theme-based Learning approach and the theme used	Explain to students the type of theme they will carried out with the Theme-based Learning Approach (7 minutes)	Lesson plan Whiteboard Markers Worksheets		Observing the class procedure	Checklist Camera		
Begin by telling the class that today, they will be learning about close reading	Pre Give the students the reading about “”. Ask students to take notes (7 minutes)	readings	Oscar Caballero	Taking pictures and videos		Tatiana González	
To practice the new vocabulary while developing	During Tell students to prepare a mini-presentation about (8 minutes)	Lesson plan		Observing the class procedure	Checklist		

mini-presentations			Tatiana González		Camera	Oscar Caballero	
To explain what they think about the reading	Post Choose some students to pass at the front and talk about (10 minutes)	Lesson plan Marker Whiteboard		Taking pictures and videos			
To evaluate their performance and recognize their own mistakes	Language Focus Point out incorrect statements and reinforce new vocabulary in context. (5 minutes)	Marker Whiteboard					
To have students reflect upon the class	Use a questionnaire to make a reflection (5 minutes)	Questionnaire sheet	Tatiana González	Taking pictures and videos	Checklist Camera		

Don't Discriminate

Abeni is looking for a job. She used to work as a secretary in her homeland, but now she is in a new country. She can speak the language perfectly, but her accent is very strong and very foreign. Abeny is afraid employers won't want her because of it. She tries hard to find a job. She reads all the ads and sends many resumes. She comes to the interviews and answers all the questions. Her manners are excellent. Her skills are the best. She behaves and looks very professional, but still, every time, someone else gets the job. One day, Abeni gets to a place that she really likes. It is a big firm that takes care of car rentals. All the people there seem very nice. The manager seems very nice. Actually, everything seems very nice, but the minute she opens her mouth she feels like the manager does not want her. At the end of the interview the manager says, "Okay, thank you." Abeni feels like he is not going to call. "This is not fair!" she thinks, "I can be his best worker!" She starts walking away when she realizes she must tell him what she thinks. She stops, turns around, opens her mouth to speak, and does not close it until everything is said clearly. The manager is very surprised. But Abeni is even more surprised. What about her manners? How did she do such a thing? This will be the end. But then the manager suddenly reaches for her. He asks her to sit down. He tries to smile. "I am going to be honest with you," he says. "I am very surprised. No one ever told this to me before. But the truth is that I feel ashamed. I could see you are a great worker. I should not judge you by your accent. There will be no such discrimination in this firm. Abeni, please accept this position and work for us." Abeni cannot believe her ears. She feels very excited. She is very happy he offers her the job. But she is even happier she finally spoke her min

LESSON No. 2 Bilingual School

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING
To classify new verbs by underlining them	Pre Make students underline the verbs of the reading about bilingual school (7 minutes)	Lesson plan Pictures		Observing the class procedure	Checklist Camera	Oscar Caballero	
To describe similarities and differences about some schools	During Get students to talk about the schools they would visit in other country and compare them with public and private schools(10 minutes)	Lesson plan Reading sheet		Tatiana González	Taking pictures and videos		
To justify their ideas with the rest of the class	Post Learners pass to the front and present their ideas to the class. They have to convince their audience with their statements (10 minutes)	Lesson plan Marker Whiteboard	Oscar Caballero	Observing the class procedure	Checklist Camera	Tatiana González	

To recognize and correct any mistake	Language Focus Assigned some Ss. to write down on the board their ideas in the mini-presentation. If there is any mistake, tell Ss. to find the answer. (7 minutes)	Lesson plan Marker Whiteboard		Taking pictures and videos			
To have students reflect upon the class	Use a questionnaire to make a reflection (6 minutes)	Questionnaire sheet		Taking pictures and videos	Checklist Camera		

Bilingual School

Hello! My name is Julie and I am from England, but at the moment I am living in Spain because my father is working in a bank in Madrid and my mother is teaching English in a bilingual school in the capital of Spain. I have got a lot of new friends. They are Spanish, so I am learning this language very quickly. I have got a brother, he is still very little because he is only three. He is not studying Spanish but he is learning a lot of new words. My family and I are living in a very big flat. It is near the center of the town. Now we are in the living room. It is raining. My father is working on his laptop, my mother is checking some exercises, and my brother and I are watching a Harry Potter's film on television. We are very happy.

LESSON No. 3 Mary's life

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIME LINE BEGINNING/ENDING
To use phrases related to common activities	Pre Whisper sentences to one student -a volunteer- to act out, or mimic (the sentences are related to activities). The rest have to guess what the person is doing. (7 minutes)	Lesson plan	Oscar Caballero	Observing the class procedure	Check list Camera	Tatiana González	
To identify and classify activities that can be develop everyday	During Ask students to create a dramatization about action activities they can do every day(12 minutes)	-Lesson plan -sheet of papers		Taking pictures and videos			

To practice pronunciation and fluency	Post In groups, students dramatize, and take notes of important phrases. (12 minutes)	Lesson plan	Tatiana González	Observing the class procedure	Checklist Camera	Oscar Caballero
To reinforce the structure taught	Language Focus Have students talk about action activities If students are having troubles making up sentences, ask volunteers to tell some more. (5 minutes)	Lesson plan		Taking pictures and videos		
To have students reflect upon the class	Use a questionnaire to make a reflection (4 minutes)	Questionnaire sheet		Taking pictures and videos	Checklist Camera	

Mary's Life

It's a rainy Saturday. It's raining a lot and Mary and her family are spending the afternoon at home. Her uncles are visiting them. Mary and her father are in the living room. Mary is making a draw and her father, Mr. Harris, is surfing the net. They are also talking. Mary's older brother, Peter, is in his bedroom playing computer games. He is a computer fanatic and he spends much time playing on the computer. His little brother, Jim is also in the living room. He is playing with his dinosaurs' collection. Sometimes he teases Mary, he is a really naughty boy. Mary's mother, Mrs. Harris, is in the kitchen preparing a snack for all of them. She is making some tea and talking to Mary's uncles –Lucy and Tom. They are from the nearest town and stopped by to say hello. Fluffy, the family cat, is sleeping on the kitchen's sofa. We can't see him in the picture, but he is a true fluffy cat.

LESSON No. 4 French Painting and Impressionism

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIME LINE BEGINNING/ ENDING
To draw students' attention to leisure activities	Pre Have Ss get into an atmosphere of museum; then, start reading a paragraph about activities at the museum. (7 minutes)	Lesson plan Speakers		Observing the class procedure	Checklist Camera		
To use past and new vocabulary to describe activities	During Have Ss. make a list of things to do at a museum. After that, students will create a top 5 of the most interesting countries they can visit. (12 minutes)	Lesson plan Sheets of paper	Tatiana González	Taking pictures and videos		Oscar Caballero	
To practice the verbal production by sharing	Post Learners will justify their selection by sharing personal experiences at a museum	Lesson plan		Observing the class procedure	Checklist		

personal experiences	among the members of their group. (10 minutes)				Camera	Tatiana González	
To verify students' comprehension	Language Focus Ask some Yes/No questions in the Past form to the students related to the topic. Make the corresponding corrections if necessary. (6 minutes)	Lesson plan	Oscar Caballero	Taking pictures and videos			
Use a questionnaire to make a reflection (5 minutes)	Questionnaire sheet			Checklist Camera			

French Painting and Impressionism

Though there were many French artists over time, French painting became most influential and popular in the 17th century (1600s). As the years passed, the painting styles changed and French painters were often at the forefront of this change. "At the forefront" means being the leader or being in charge of making something change. French painters were responsible for one of the most loved painting styles of all time: impressionism. It is a style of painting in which artists use color and light to give the general feeling, rather than exact detail. Impressionism began in the 19th century (1800s) in Paris. A group of artists began painting and showing work that was very different from any kind of painting that had been done before. Some of the people in Paris at the time didn't like the new style of painting. They thought that it was not conventional enough. "Conventional" means traditional, not new. Many other people in Paris loved the new style of art, however, so these painters were able to find success. What made Impressionist paintings so different from other kinds of painting was the technique used to paint them and the subject of the paintings. "Technique" means the way that the paintings were painted. Until the 19th century, artists painted indoors in their studios. They would paint from their imagination or paint a person who was sitting in front of them. Impressionist painters wanted to paint what they saw in real life. They developed new tools and made it possible to take their paints, paint brushes, and canvases outside with them. A "canvas" is the special paper that paintings are made on. Being able to paint outside changed painting forever. The other big difference between Impressionist paintings and traditional paintings was the subject of the paintings. Impressionist painters tried to create a photograph. This means that they tried to paint what they really saw and not just what was in their imagination. Impressionist painters would create paintings of people doing everyday things like playing in the park or dancing. They would paint restaurants they found on the street and ponds (small lakes) with flowers in them. Because the subjects of the paintings were from everyday life, more people were able to enjoy the paintings. People looking at the paintings could see themselves doing what the people in the painting were doing. Today, this doesn't seem like something very innovative (special and new) but in the 19th century it was very special. Painting since the 19th century has evolved (changed) but still uses many of the techniques and subjects that Impressionist painting used. France and French painters were instrumental (very important) in the kind of paintings we see and do today.

LESSON No. 5 Things you can do to help save the earth

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING
To identify actions by drawing at the board	Ss will be in two groups. Choose a representative per each group. Those representatives have to draw an action given by the student teacher. The rest of the students have to guess what the action is (7 minutes)	Lesson plan Whiteboard Markers Worksheets	Oscar Caballero	Observing the class procedure	Checklist Camera	Tatiana Gonzales	
To recognize useful phrases about the paragraph	Pre activity Tell students to look for new words in the paragraph Read the paragraph with the Ss (7 minutes)	Paragraph sheet		Taking pictures and videos			
To practice the new vocabulary	During	Lesson plan		Checklist			

while developing mini-presentations	Tell students to prepare a mini-presentation about the reading (8 minutes)		Tatiana Gonzales	Observing the class procedure	Camera	Oscar Caballero
To practice speaking vocabulary	Post Choose some students to pass at the front and talk about the reading (10 minutes)	Lesson plan Marker Whiteboard		Taking pictures and videos		
To evaluate their performance and recognize their own mistakes	Language Focus Point out incorrect statements and reinforce new vocabulary in context. (5 minutes)	Marker Whiteboard				
To have students reflect upon the class	Use a questionnaire to make a reflection (5 minutes)	Questionnaire sheet	Oscar Caballero	Taking pictures and videos	Checklist Camera	

Things you can do to help save the earth

- 1.** Pay attention to how you use water. The little things can make a big difference. Every time you turn off the water while you're brushing your teeth; you're doing something good. Got a leaky toilet? You might be wasting 200 gallons of water a day. Try drinking tap water instead of bottled water. Wash your clothes in cold water when you can.
- 2.** Leave your car at home. If you can stay off the road just two days a week. Combine your errands, hit the post office, grocery store and shoe repair place in one trip. It will save you gas and time.
- 3.** Walk or ride your bike to work, school and anywhere you can. You can reduce greenhouse gases while burning some calories and improving your health. If you can't walk or bike, use mass transit or carpool. Every car not on the road makes a difference.
- 4.** To recycle can help reduce pollution just by putting that soda can in a different bin. If you are trying to choose between two products, pick the one with the least packaging. If an office building of 7,000 workers recycled all of its office paper waste for a year, it would be the equivalent of taking almost 400 cars off the road.

LESSON No. 6 Bullying

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIME LINE BEGINNING /ENDING
To use phrases by mimicking	Choose one student and he or she have to mimic the action that the student teacher provides. The rest of the students have to suppose what the action performed is (7 minutes)	Lesson plan Prompts	Tatiana Gonzales	Observing the class procedure	Camera	Oscar Caballero	
To identified the new words in the paragraph	Pre Ask students to look for new words in the paragraph Read the paragraph (07 minutes)	Dancing in class paragraph sheet		Taking pictures and videos			

To practice pronunciation and fluency	During Ask Ss to create a dramatization about the reading: bullying (7 minutes)	Lesson plan		Observing the class procedure	Camera	Tatiana Gonzales
To dramatize the reading	Post As some groups to pass to the from and perform the reading The student teacher provides feedback (12 minutes)	Lesson plan	Oscar Caballero	Taking pictures and videos		
To have students reflect upon the class	Use a questionnaire to make a reflection (4 minutes)	Questionnaire sheet	Oscar Caballero	Observing the class procedure Taking pictures and videos	Checklist Camera	

Bullying?

Bullying is not just physical, like hitting or kicking someone, or taking their things without permission. Bullying can also be with words – saying or writing things that are not nice. Another type of bullying is social – choosing not to include someone, embarrassing someone or telling other people not to be friends with them. Bullying can happen at school, on public transport, when you're walking home, online ... in fact, it can happen anywhere. Bullying involves an imbalance of power – one person (or a group of people) that is more powerful than another. Maybe this person has private information or is more popular, or maybe they are physically bigger and stronger.

How to help does your school do anything to prevent bullying? Why don't you create a student anti-bullying group? This group can do many things. Let the head teacher know how well the school is doing with fighting bullying and give them advice. Choose an anti-bullying slogan for your school, make posters and displays or take over the school's social media for a week to send out anti-bullying messages. Bullying is a social problem and it needs a solution from society – in other words, everyone. The next time you see someone being cruel to someone else, take a stand! Don't laugh or ignore what's happening – tell an adult as soon as possible and help everyone to realize that bullying is not OK.

LESSON No. 7 Social Networks are a Vehicle for Doing Good

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIME LINE BEGINNING/ ENDING
To use some phrases about social networks	Students make a list of the social networks they use Ask the students which is the one they use the most and why (7 minutes)	Lesson plan	Oscar Caballero	Observing the class procedure	Check list Camera	Tatiana Gonzales	
To identify new vocabulary	Pre Ask students to look for new words Read the paragraph Ask students to create a dialogue (12 minutes)	-Lesson plan -paragraph sheet		Taking pictures and videos			
To practice pronunciati	During	Lesson plan			Checklist		

on and fluency	Ask some students to pass to the front and perform the dialogue (10 minutes)		Tatiana Gonzales	Observing the class procedure	Camera	Oscar Caballero	
To reinforce the structure taught	Post The student teacher gives feedback to the students (5 minutes)	Lesson plan		Taking pictures and videos			
To have students reflect upon the class	Use a questionnaire to make a reflection (4 minutes)	Questionnaire sheet	Tatiana Gonzales	Observing the class procedure Taking pictures and videos	Checklist Camera		

Social Media Is a Vehicle for Doing Good

Whether teens are developing fundraisers or supporting an important cause, social media is a great vehicle for teens to make an impact in their communities. In fact, some movements have even started simply by teens leveraging social media to build awareness for an issue all from the comforts of their home.

Whether they are making YouTube videos or developing Twitter campaigns, teens have more impact on the world around them than ever before simply because of social media. Moreover, their voices are being heard more frequently. Finally, social media exposes kids to important issues all over the world not just those in their communities. As a result, they realize that social media is a way for them to help and support people despite being so far away. They can instantaneously make an impact on things like hunger in Africa, preserving the rainforest or providing educational tools for kids without resources.

The key is that parents encourage their kids to use social media for more than just selfies. Instead, show them how to use it as a tool to affect the world. Doing so also helps your teen develop kindness and gratitude.

LESSON No. 8 Friendship

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIME LINE BEGINNING/ ENDING
To use phrases related to common activities at home	Have students create a short poem about friendship (7 minutes)	Lesson plan Prompts		Observing the class procedure	Check list Camera	Tatiana Gonzales	
To identified new words	Pre Have Ss look for new words The Ss teacher reads the paragraph By creating a comic in the notebooks, ss prepare a mini presentation about the reading (12 minutes)	-Lesson plan -reading sheet	Oscar Caballero	Taking pictures and videos			
To practice pronunciati	During	Lesson plan			Checklist		

on and fluency	Pass some students to perform the mini presentation (12 minutes)			Observing the class procedure	Camera	Oscar Caballero
To provide feedback	Post The student teacher provides feedback to the Ss (5 minutes)	Lesson plan	Tatiana Gonzales	Taking pictures and videos		
To have students reflect upon the class	Use a questionnaire to make a reflection (4 minutes)	Questionnaire sheet	Oscar Caballero	Observing the class procedure Taking pictures and videos	Checklist Camera	

Friendship

Friendship is the most valuable relationship in the life of a person instead of having many important things in life. No one of us has complete and satisfied life if we lack faithful friendship. Everyone needs a good and loyal friend to share bad or good life events, enjoy happy moments and share unbearable events of the life. A good and balanced human interaction is very necessary for the survival of everyone.

Good friends share each other's emotions or sentiments which bring feeling of wellbeing and mental satisfaction. A friend is a person whom one can know deeply, like and trust forever. Instead of being some similarity in the nature of two persons involved in the friendship, they have some different traits but they need each other without changing their uniqueness. Generally, friends motivate each other without criticizing but sometimes good friends criticize to bring some positive changes in each other.

3.4 Execution Phase

In this section, the research team included a detailed description of the data gathering procedures. The use of different tools was beneficial to gather the necessary information and conduct the investigation. This section gave emphasis to the execution of the plan of action that included the development of each intervention carried out by the researchers. Subsequently, the collected data was analyzed after researchers know the problem closely and begin to work with the participants. It was also essential to define how the analysis and interpretation of the gathered information was developed.

3.4.1 Data Collection Procedures

To collect data during the intervention, researchers considered the use of different tools. Some of these tools had the purpose of measuring students speaking vocabulary, and the others were aimed to observe learners' improvements.

3.4.2 Data Processing

The research team used Microsoft word 2013 to analyze the data obtained from the different tools. This program was useful to classify, organized, and compared the results.

3.4.3 Data Analysis and Interpretation

The collected data was classified, organized, and analyzed to gather the results at Centro Escolar Católico Madre del Salvador in the year 2019. All the information were interpreted and analyzed by all the researchers using the qualitative paradigm. Researchers examined the data obtained through students' opinions, teacher's interview, in-class activities, evaluation, observation guides, and reflections after each intervention using the qualitative paradigm.

To analyze and interpret the data, the researchers considered the different objectives and the research question. After this, all the theory were collected by the researchers to support the results that led them to the final conclusions and recommendations address to all the interested readers, researchers, teachers, and students.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

This chapter contains the analysis and interpretation of the data gathered through questionnaires, observation guides, and focus group administered to ninth grade students at Centro Escolar Católico Madre del Salvador in the year 2019. The data was gathered to verify ninth grade students' speaking vocabulary skills. The information was collected and organized according to students' performance during the intervention process to facilitate the analysis.

The research verified if the incorporation of Theme-based Learning in the English classes enhances students' speaking vocabulary. Particularly, some issues of interest were some learners' attitude towards verbal speaking activities with specific goal, and their use of language in a more real-life context by the different topics studied. The participation, opinion, and reaction of the participant involved in the interventions (students and teacher) were a dominant support to corroborate or discard theory and assumptions covered in the state of art.

4.1 Diagnostic test for the student's classes in ninth grade

The **diagnostic test (appendix A)** was used to know if the ninth grade students understand the vocabulary. Students showed lack of vocabulary and they did not recognize the kind of vocabulary presented in the test; for example, noun, verb or adjective. Students could not write a short paragraph, they just wrote simple sentences describing the basic things. They did not follow the direction, and they did not complete the questions, some of the students could not complete it because they did not understand the majority of vocabulary. But some of them did not represent a challenge for them because they took English classes. Finally, they could not relate the right word with correct meaning.

4.2 Interview guide for the teacher's classes in ninth grade

The **interview guide (appendix B)** was used to gather information related to the methodology of the teacher while delivering the English class. The teacher said he had a wonderful book, and it had activities to do it; for example. Speaking and listening activities and reading comprehension, but he did not implement to reinforce the student's vocabulary because he did not have time, and there were too many students in the classroom. Also, he said to present those methods with interesting topics and conversations or stories according to their

age could enrich their vocabulary because it is interesting for them (music, technology, movies, sports, etc.), they would feel the need to know it, and enjoy talking about it.

4.3 The effectiveness of the use of vocabulary in productive skills development

As a matter of fact, the speaking skill is really difficult to develop in students especially in beginners; even though, the teacher applies suitable techniques to do so.

4.3.1 Speaking skill

In class, the teacher emphasizes the importance of these three grammar aspects of speaking skill:

- Suitable words in suitable contexts
- Vocabulary according to the students' level
- English expressions properly

Comparatively, Brown (1994) Burns and Joyce (1997) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information. Thus, feedback is effective in this manner because the students assimilate the correctness to be able to produce, receive and process words and expressions correctly. The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill. In like manner, the teacher tries to use fluency as a main aim in teaching and providing feedback because the data gathered reveals that teacher expresses in an understandable way connecting the words and phrases correctly when teaching.

In fact, the students understand the correct form to say an English word because the teacher speaks slowly in order to students catch the message. Nevertheless, according to Hughes (2002), fluency is the learners' ability to speak in understandable way in order not to break down communication for that reason listeners may lose their interest. And at this point, it is important to mention that the students face English language at the first time in their studies, consequently, the students are not able to speak English fluently because the students just produce what the teacher asks them to produce or to repeat.

4.4 Discussions of results, findings and limitations

In the action research study, “To deduce the effects of TBL for enhancing ninth grade students’ vocabulary at Centro Escolar Católico Madre del Salvador in the year 2019,” the research team observed that the speaking vocabulary skill was one of the major skills that ninth grade students did not practice enough. It was noticeable when the researchers observed the English class. Some students were not even paying attention, and they were doing other activities apart from the English class. However, researchers noticed that few students were able to communicate in the second language when the teacher in charge of the subject demanded a direct question to the students, but this was not the case for all them.

1. Multilevel English class: During the intervention process, the research team noticed that not all the students had the same vocabulary range. This problem affected them at the moment of performing the activities; for instance, when students were role-playing, some of them did not know how to express their thoughts in English. Successively, the familiarity of the topics and grammatical structures influenced the development of the assignments since some students did not convey clear messages.

2. Time management: The class should last forty minutes, but most of the time the teacher just had thirty minutes to cover the lessons as the bell rang before the class was over. Some oral practices demand more time since students have first to plan and then to report to the whole class.

3. Extracurricular activities: The school is committed to include students in many different cultural festivities. Students are allowed to skip classes to participate in contest, events or organizational meetings. Frequently, eight or more pupils were absent because they had to plan or help in activities dealing with school celebrations. The English class was interrupted or completely cancelled to tell students details about the events.

4.5 Observation guide for the Teacher’s Classes in Ninth Grade

It was observed that there is a common feeling of acceptance among the students towards the readings about specific theme. According to the teachers, student-centered is very action done by the students to participate in activities such as dialogue or presentation. This definition is in agreement with both teachers who said most of the students participate in every single

activity which is considered as an adequate process that enhance accurate vocabulary in the English learning process of learners.

According to the teachers' answers teacher-centered is another important indicator. They say they make all the students participate in every single class, and encourage them give their opinion. They apply teacher-centered, encouraging, reading and participation. Also, the teachers adapt real-life situations forming groups. They bring the readings depending on the theme, read the readings and use the vocabulary learned in every class.

Further, the teachers realize that students use the new vocabulary naturally, and most of them speak naturally when performing activity. The readings are positive because they get motivated; though, some of the indicators are not fulfill since the observers' point of view as students do not produce target language in the speaking vocabulary activity, so they were not fluent, but they only emulate sounds or words.

Summarizing this interpretation of data, students are encouraged to speak in class because teachers make them participate in every single class. They encourage the students who do not like to participate to speak because they are afraid or they are not accustomed to speak during normal classes.

4.6 Questionnaire for students in Ninth Grade

Most of the ninth grade students from Centro Escolar Madre del Salvador said that they like all the activities and readings such as bullying, do not discriminate, money, etc. They say that they had fun and they learnt at the same time. They said that they felt great because they were able to participate in all the speaking activities and the student teachers were always there when needing help. In addition, the students said that they like the activities because they could improve their reading, their pronunciation, and their vocabulary. Some students said that it was difficult for them when they had to prepare an oral activity because when they were at the front some of them got nervous.

Some students, on the contrary, said that the activities were useful for them because they learnt new vocabulary and they were more confident at the moment of having an oral activity. The majority of students considered that the vocabulary presented was effective because it will help them when taking high school. Most of the students said that they would like that his teacher

implement the Theme Based learning. Some students said that putting into practice these activities, they help them improve vocabulary, pronunciation, and they felt more confident when being at the front performing any kind of speaking activity. Some students said that these activities are so funny and excellent form to express the students a new language. Undoubtedly, the students said that they like the activities such as the warm-ups because they had fun and they learnt new vocabulary.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Based on the information in the analysis and interpretation of data of the study – “To deduce the effects of TBL for enhancing ninth grade students’ vocabulary at Centro Escolar Católico Madre del Salvador during semester I 2019” The researchers made the following conclusions:

1. The incorporation of the Theme-based Learning Approach fostered students’ communicative ability progressively. After observing the speaking activities during every class, the results of the activities such as role-plays, dialogues, mini presentations, and mini dramas administered to ninth grade students at Centro Escolar Católico Madre del Salvador, the researchers noticed the benefits of using this approach in class because the students from Centro Escolar Católico Madre del Salvador were willing to participate in the activities. The general objective stated at the beginning was accomplished because the researchers observed that most of the students tried to use all the new words that they had in every reading.

2. The incorporation of meaningful topics specify a purpose and an outcome to be accomplished by the students. The deficiency or progress in pupils can be identified easily as they are constantly making their performance evident in the mini presentations, dialogues, role-plays, mini dramas, and dialogues. Principally, the tutor is not only limited to evaluate their students in the exams but in classes. When researchers observed the classes before the implementation process, students did not use the English language to express their ideas even though they could know the answer. Most of the students were not involved in the activities developed, so some of them felt disconnected from the class and did not receive feedback because just the same group of students was practicing. On the other hand, during the intervention process, all students were involved in the development of the activities.

3. This teaching approach enhances student oral production. Since peer and group work are part of the development of the activities, learners have additional help to share and comment ideas together; also, there are sufficient opportunities to ask for doubts. They received the

necessary support from the teacher and classmates without limiting their independence in the consolidation of the speaking skill, so their participation increased.

4. This approach is an interactive and meaningful option to improve their vocabulary bank. Theme-based learning provides learners with a sequence of activities specially design to use and to emphasize the new words presented in the lesson. The first practice is linked with the second and the second with the rest to reinforce the topic developed. At the same time, grammar and vocabulary are not introduced in a mechanical form because the students learn to use the new vocabulary naturally. As a consequence, pupils who manage the basic structures and pay attention to the new ones could expand their usual short statements into clear coherent and meaningful answers.

5.2 Recommendations

After having finished this research study, the researchers make the following recommendations to the teachers who want to implement Theme-based Learning Approach in their English class, to ninth grade students and to future researchers interested in this approach.

5.2.1 to teachers:

1. They should focus their lesson on meaningful topics so that students can be motivated. Theme-based Learning helps students to use the language as tool to communicate with others. Hence, students should know that while performing an activity, they have to reach an objective. In this stage, the facilitator's role is to bring activities in which students can provide rich and meaningful answer. Among these speaking practices are mini presentations, dialogues, role-plays, mini dramas, and dialogues. Oral activities are essential for students to learn how to use the language and how to apply and contextualize their knowledge and understanding in the real world.

2. They should choose the correct content according to student's needs and likes. An important process to plan a lesson is to select the different activities and think how they will be developed. Teachers have to consider students English level while selecting the content and designing the different activities. Therefore, students will feel comfortable while doing the different activities, and the teachers will make sure that through these practices students will have the opportunity to know and to explore meaningful vocabulary. The teachers must present

a variety of activities to students in a dynamic way that will enhance students to participate actively in the class. This will help teachers to get a clear outcome.

3. All the students should be associated to avoid distractors.

One of the advantages to use the Theme-based Learning Approach is to work in groups or peers. This strategy involves all the students more; however, affinity can interfere with the accomplishment of the activity. When students start talking, they get distracted and they do not progress in the development of the activities. Thus, the teacher has to implement techniques to get students in groups impartially, for example, multiples, randomly mixed-up, rotational system, alphabetical order, use of colored index cards, etc. Appropriate arrangements can make a difference in students' results. In other words, pupils have the opportunity to work with different classmates.

5.2.2 to ninth grade students:

1. Students should practice what they have learned in and outside the classroom.

Sometimes, students feel that learning something new is really hard, or they consider that they cannot improve. Therefore, the only way they could make a change in their learning is by practicing as much as they can, by believing in themselves, and by having discipline. Sometimes, students develop in-class activities carelessly when these practices are the key to better the speaking skills. Students have to do an extra effort, to take own responsibilities, to set goals to themselves, and to construct their knowledge through self-exploration. Undoubtedly, practicing in and outside the classroom is significant to enhance the vocabulary.

2. Students should reflect upon their performance while doing a task. Students are required to do their best while preparing and performing an activity. They need to make a self-reflection of their work and learning process. If students identify their weaknesses and strengths, they will think which strategies they can implement to learn in a better way. Moreover, this attitude will help students with accuracy and self-correction. The students will be able to solve difficulties by themselves. Thus, students become effective and independent learners.

5.2.3 to future researchers:

1. They should choose meaningful topics so that they can catch the students' attention. Choosing a topic in this approach is vital since it is an essential element to design the lessons. To carry out the class, a meaningful topic is followed, and every activity depends on a specific oral practice. Researchers interested in the investigation of Theme-based Learning Approach are in charge of identifying, classifying and working with appropriate activities, so they have to manage types of oral exercises, methodology for lesson plans, the student and teacher's role, and previous studies on the topic.

2. The total amount of students can be an obstacle for teaching the English classes. Since the tutor is responsible for monitoring students work, a class with a large group of students will be beyond the teachers' control. The opportunities to participate and get feedback are reduced. There is not enough time for students to present their work. If the research team allows inappropriate behaviors in students, classroom management will obstacle the learning process. To study this type of approach is recommendable to select a small and adequate group of students, so the time devoted to help and answer doubts from each group will be enough.

Activity	Responsibles	Month										
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	
Research team formation	Research team											
Choosing the topic	Research team											
PRELIMINARY PHASE												
Approaching the field of study	Research team											
Diagnostic study	Research team											
PLANNING PHASE												
Statement of the Problem	Research team											
Revision of the elaboration of the statement of the problem for the thesis protocol	Thesis Advisor											
State of Art	Research team											
Revision of the elaboration of state of Art for the thesis protocol	Thesis Advisor											
Methodology	Research team											
Revision of the elaboration of Methodology for the thesis protocol	Thesis Advisor											
Presentation of the thesis protocol	Thesis Advisor											

Incorporation of the suggestions made by the thesis advisor	Research team										
EXECUTION PHASE											
Collection of data	Research team										
Execution of Plan of Action	Research team										
Reflection of the Intervention	Research team										
Analysis of data	Research team										
Elaboration of Thesis Work	Research team										
Revision of the elaboration for the thesis work	Thesis Advisor										
Presentation of the thesis work	Thesis Advisor and jury										
Incorporation of the suggestions made by the thesis advisor and jury	Research team										

5.2.4 Budget

Supplies			
Supply	Cost per item	Number of items	Total
Printed paper	\$0,05	500	\$25.00
Spiral binding	\$3.00	3	\$9.00
Pencils	\$0,15	4	\$0,60
Pens	\$0,25	4	\$1.00
Notebooks	\$1.00	4	\$4.00
Services			
Service	Cost	Detail	Total
Photocopies	\$0.03 each page	300 copies	\$9.00
Residential Internet	\$15.00 each month	12 months	\$270.00
Other expenses (food, transportation, and electricity)	\$1.50 transp. \$12.00 elect. \$5.00 food	42 days 12 months 25 days	\$21.0 \$72.00 \$125
Total Budget Expenses		\$536.60	

BIBLIOGRAPHY

Woodland Star International School. Theme-Based Learning

Retrieve November 25, 2018

From <http://woodlandstarkenya.com/dynamic-learning/theme-based-learning/>

Bencze, J. (2012) "Expressing" Ideas

Retrieved November 25, 2018

From: <https://webspace.oise.utoronto.ca/~benczela/ExpressingIdeas.html>

Snow, E. Catherine. (2000). Reading for Understanding. United States

Rand Corporation , Inc

Antunez, B. (2016) Launching Young Learners Reding Rockets

Retrieved November 25, 2018

From: <http://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction>

Siti D., et al (2018) Theme-Based Instruction Method in English Reading

Comprehension: Using Makassar Local Culture-Based Curriculum Contents.

Indonesia: IOP Publishing

APPENDIXES

APPENDIX A



**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREING LANGUAGE DEPARTMENT
DIAGNOSTIC TEST**

Objective: to know if the students understand the vocabulary

PART I

Direction: complete the following questions

1. Write at least 5 classroom objects

2. Describe your father/mother

3. Describe what you have in your bedroom

PART II

Direction: underline the verbs.

Bob lives in a small flat in London. In the mornings, he wakes up and has a shower. Then he makes breakfast. He usually has a typical English breakfast with eggs and bacon. After that, he goes to work.

He works in an office in the center of London. He sits in front of the computer all day and writes emails. He doesn't like his job very much, but he likes earning money. At 12 o'clock he goes to lunch and has a sandwich. After lunch, he comes back to work and writes more emails. At 5 o'clock he leaves work.

He sometimes sees his girlfriend in the evenings. She lives on the opposite side of London, so he takes the Underground.

On weekends, he doesn't have to work. He usually goes out for a few beers with his friends on Friday night. On Saturday he goes shopping. On Sunday he goes to his grandmother's house for tea.

On Monday he gets up early and goes back to work.

PART III

Direction: match the right word with the correct meaning.

1. See
2. Lake
3. Monday
4. Ticket
5. Reserve
6. Game
7. Exhibition
8. Free time
9. Teenager
10. Chimney

- a) Exhibición
- b) Joven
- c) Chimenea
- d) Ver
- e) Pasatiempo
- f) Lunes
- g) Billete
- h) Reservar
- i) Lago
- j) Juego



APPENDIX B

UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS FOREING LANGUAGE DEPARTMENT

INTERVIEW GUIDE

Objective: to gather information related to the methodology that the teacher applies while delivering the class.

Addressed to: English teacher of 9° grade at Centro Escolar Católico Madre del Salvador, Santa Ana.

Direction: please, answer each of the questions presented.

1. Which kind of activities do you develop in order to enhance your student's vocabulary?

2. What kind of games do you implement to reinforce you student's vocabulary?

3. Do you consider that the vocabulary that your students possess is suitable for the level they are? Why?

4. Which methods do you find worthy for your students' vocabulary enrichment?

5. Why do you consider that the method you mentioned had enriched your students' vocabulary?

APPENDIX C



**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT**

N° _____

OBSERVATION GUIDE OF THE CLASS FRAMEWORK IN REGARD TO TBL

Observer: _____

Date: _____

Time of Observation: _____

Objective: To verify ninth grade students' response to Theme Based Learning (TBL) in the English classes at Centro Escolar Católico Madre Del Salvador, in the year 2019

Direction: Observe students and teacher's performance during the class and select the best option.

INDICATORS	ALWAYS	SOMETIMES	NEVER	COMMENTS
The class is student-centered.				
The class is teacher-centered.				
The teacher adapts activities to real-life situations.				

The teacher includes in his/her lessons Theme-Based Learning (TBL) activities.				
Students are provided with appropriate material to develop their speaking skills.				
Students are encouraged to speak frequently in class.				
Students are able to make verbal productions by themselves.				
Each activity clearly aims to achieve a specific objective				
Students are willing to participate in verbal activities.				



APPENDIX D

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT**

VERBAL EXAMINATION GRADING CRITERIA

Objective: To assess ninth grade students' communicative ability with the use of TBL at Centro Escolar Católico Madre del Salvador in the year 2019

Students' name: _____ Grade: _____

Observer's name: _____ Signature: _____

CRITERIA	1	2	3	4	5	6	7	8	9	10
1. Knowledge of the content										
2. Understanding of the statements clarity and conciseness										
3. Sequence and logic										
4. Relevance of ideas provided										
5. Use of appropriate grammatical structures										
6. Pronunciation, fluency										
7. Students participation in the activity										
FINAL AVERAGE										

Further information:



APPENDIX E

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
DEPARTAMENTO DE LENGUAS EXTRANJERAS

**CUESTIONARIO DIRIGIDO A ESTUDIANTES DEL CENTRO ESCOLAR CATÓLICO
MADRE DEL SALVADOR PARA CONOCER EL APRENDIZAJE ADQUIRIDO**

FECHA: _____

Objective: to analyze the effectiveness of an English class under Theme Based Learning (TBL) parameters at Centro Escolar Católico Madre del Salvador, in the year 2019

Instrucción: marcar con una “x” la casilla con su género.

Género: Masculino Femenino

Instrucciones: Lea cada pregunta y responda de acuerdo a su punto de vista.

1. ¿Qué piensa de las actividades (bullying, do not discriminate, money, etc.) llevadas a cabo durante las clases?

2. ¿Cómo se sintió durante las actividades (bullying, do not discriminate, money, etc.) desarrolladas en clase?

3. ¿Fueron útiles las actividades presentadas para practicar nuevo vocabulario por ejemplo: leaky, bottled water, recycled, and burning some calories?

4. ¿Qué fue lo más difícil durante las clases utilizando este tipo de actividades (bullying, do not discriminate, money, etc.)?

5. ¿Cuáles fueron los beneficios que obtuvo de las actividades (bullying, do not discriminate, money, etc.) realizadas en clases?

6. ¿Considera que el vocabulario presentado fue difícil?

7. ¿Le gustaría que su profesor continuara implementando este tipo de actividades en futuras clases?

8. ¿Qué aspectos ha mejorado después de haber trabajado con este tipo de actividades?

9. ¿Considera que el uso de estas actividades le ayuda a comunicarse y/o expresar sus ideas?

10. ¿Cuál es su impresión sobre las actividades implementadas por los profesores y su repaso al finalizar la clase?



APPENDIX F

VALIDATION SHEET FOR THE OBSERVATION GUIDE

Name of Validator: _____

Degree: _____

Position: _____

Number of years in teaching: _____

To the evaluator: Please check the appropriate box and select an option.

Scale: 1-2- Poor 3-4- Average 5-6- Good 7-8- Very Good 9-10- Excellent

ASPECTS TO VALIDATE \ SCALE	1	2	3	4	5	6	7	8	9	10
1. The items are potentially important, clear, and critical.										
2. They are written briefly and unambiguously.										
3. They include appropriate vocabulary.										
4. The items are free from grammatical errors.										
5. The items present the substance for the researchers.										
6. The items are designed to determine the skills that are supposed to be measured.										

7. The responses full fill all significant alternatives.										
8. The items are presented and organized in logical manner.										
9. The number of items are enough for the researchers to full fill the objectives.										
10. The objectives of the study match with the items.										

Comments and Suggestions:

Signature: _____



APPENDIX G

VALIDATION SHEET FOR THE QUESTIONNAIRE

Name of Validator: _____

Degree: _____

Position: _____

Number of years in teaching: _____

To the evaluator: Please check the appropriate box and select an option.

Scale: 1-2- Poor 3-4- Average 5-6- Good 7-8- Very Good 9-10- Excellent

ASPECTS TO VALIDATE	SCALE	1	2	3	4	5	6	7	8	9	10
1. Clarity of items <ul style="list-style-type: none"> The questions are direct and specific. The participants can understand what is being asked. There are no ambiguous questions. 											
2. Wordiness <ul style="list-style-type: none"> Questions are concise. There are no unnecessary words 											
3. Overlapping Responses <ul style="list-style-type: none"> No response covers more than one choice. All possibilities are considered. 											
4. Appropriateness of Responses Listed <ul style="list-style-type: none"> The choices listed allow participants to respond appropriately. The responses apply to all situations or offer a way for those to respond with unique situations. 											

<p>5. Presentation and Organization of items</p> <ul style="list-style-type: none"> • The items are presented and organized in a logical manner. 											
<p>6. Relationship to Problem</p> <ul style="list-style-type: none"> • The questions are sufficient to resolve the problem in the study • The questions are sufficient to answer the research questions. • The questions are sufficient to obtain the purpose of the study. 											

Comments and Suggestions:

Signature: _____



APPENDIX H

SYLLABUS FOR THEME BASED LEARNING CLASSES

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

ENGLISH LANGUAGE DEPARTMENT

COURSE GENERALITIES

SUBJECT: ENGLISH

GRADE: NINTH

PERIOD: SECOND, 2019

INSTRUCTORS: TATIANA CAROLINA GONZÁLEZ NAVAS AND OSCAR ALFREDO CABALLERO TRUJILLO

TEACHER IN CHARGE: CARLOS

SCHEDULE:

Wednesday	2:50 - 3:30 pm	A9
Friday	3:30 - 4:20 pm	

COURSE DESCRIPTION

These classes will be taught under the Theme-based Learning Approach with emphasis on the speaking skill. To develop these classes, the main theme will be goal-oriented and subdivided into different phases: pre-activity, during activity, and post activity. The pre-activity consists of exploring the topic and preparing students for the theme. The during activity, first, in the theme,

the students work on the assignment and the teacher monitors them. Then, in the planning phase, students practice the theme to report it to the whole class. The report stage is the time to present what has been done. Finally, the language focus reinforces students understanding of the topic. Mistakes are corrected and grammar forms are stressed.

III. COURSE OBJECTIVES

A. GENERAL

To deduce the effects of TBL for enhancing ninth grade students' vocabulary at Centro Escolar Católico Madre del Salvador during semester I 2019

B. SPECIFICS

- a) To ascertain whether "TBL" empowers students with the ability to learn as much vocabulary as they can.
- b) To analyze the contribution of TBL in the process of English learning vocabulary.

IV. COURSE GUIDELINES

This course will be taught through role-plays, dramatizations, discussions, verbal presentations of the different topics. The students will be required to actively participate in peers, and in groups. The instructors will monitor and evaluate the students' learning progress by assigning themes, presentations and short conversations. The methodology in this course is mainly student-centered. Most students' activity will center on developing speaking skills, since they will prepare, share and report their ideas. The teacher should provide guidance all along the process so that students can have clear directions and support in each practice.

The themes will contain a vast range of vocabulary that can provide students opportunities to speak. This vocabulary is presented in the pre section at the beginning of every single class. The verbal practices (short conversations, presentations, role-plays, etc.) are linked to the main theme. At the end of the classes, students will reflect on their learning experience with the Theme-based Learning Approach.

V. COURSE CONTENTS

UNIT 5: Favorite Activities

Lesson 1: Bilingual school

Lesson 2: Don't discriminate

Lesson 3: Mary's life

Lesson 4: French painting and impressionism

Lesson 5: Bullying

Lesson 6: Social Media is a vehicle for doing well

Lesson 7: Friendship

Lesson 8: Things you can do to help save the earth

VI. COURSE ASSESSMENT

CLASSES
1. Start Class Due Date: August 27, 2019
2. Final Class Due Date: October 25, 2019

APPENDIX I

CENTRO ESCOLAR CATÓLICO MADRE DEL SALVADOR

ENGLISH CLASS

NINTH GRADE STUDENTS

Lesson: 1

Topic: Bilingual school

Target Content: Talking about the story: bilingual school

Target Structure: Preset, past and continuous form

Objectives:

At the end of this lesson SWBAT:

- **Identify sentences which contain the present progressive structure**
- **Speak using the reading through a mini presentation**

Materials: Lesson plan ,whiteboard, markers, worksheets, and questionnaire sheet

7 mins

Greeting

Warm-up

Directions:

	<ul style="list-style-type: none"> ● Ask the teens to write three things about themselves on slips of paper, two true and one false. The things that they write about themselves must not be known to the others in the group. ● When everyone has written, tell the teens to take turns at reading out the three facts about themselves. ● The rest of the team has to guess which ones are real and which one is false. ● This is one of the simple icebreaker activities for teenagers which will help them to know a bit better about each other.
10 mins	<p>PRE</p> <ul style="list-style-type: none"> ● Make students underline the new words of the reading about bilingual school. <p style="text-align: center;">Bilingual School</p> <p>Hello! My name is Julie and I am from England, but at the moment I am living in Spain because my father is working in a bank in Madrid and my mother is teaching English in a bilingual school in the capital of Spain. I have got a lot of new friends. They are Spanish, so I am learning this language very quickly. I have got a brother, he is still very little because he is only three. He is not studying Spanish but he is learning a lot of new words. My family and I are living in a very big flat. It is near the center of the town. Now we are in the living room. It is raining. My father is working on his laptop, my mother is checking some exercises, and my brother and I are watching a Harry Potter's film on television. We are very happy.</p>
10 mins	<p>During</p> <ul style="list-style-type: none"> ● Get students to talk about the schools they would visit in other country and compare them with public and private schools
5 mins	<p>Post</p> <ul style="list-style-type: none"> ● Learners pass to the front and present their ideas to the class. They have to convince their audience with their statements
8 mins	<p>To have students reflect upon the class</p> <ul style="list-style-type: none"> ● What is your opinion about bilingual school? ● How do you feel during the speaking activities in this class?

CENTRO ESCOLAR CATÓLICO MADRE DEL SALVADOR

ENGLISH CLASS

NINTH GRADE STUDENTS

Lesson: 2

Topic: Don't discriminate

Target Content: Talking about the story: Don't discriminate

Target Structure: Simple Present

Objectives:

At the end of this lesson SWBAT:

- **Identify sentences which contain the simple present structure**
- **Speak using the simple present through a mini presentation**

Materials: Lesson plan ,whiteboard, markers, worksheets, and questionnaire sheet

7 mins

Greeting

Warm-up

Directions:

The idea is to have everyone in the group think of two truths and one lie to tell the entire group. Each person take turns telling a two truths and a lie in any ordr they choose.

	<p>Instruct individual not to be so obvious when telling the lie (like stopping to think about it too long). Then the entire group has to try and guess which of the three is a lie. You get to learn something new about people and at times people do.</p>
<p>10 mins</p>	<p>PRE</p> <p>Give the students the reading about “ Don’t Discriminate”</p> <ul style="list-style-type: none"> ● Ask students to take notes <p>Abeni is looking for a job. She used to work as a secretary in her homeland, but now she is in a new country. She can speak the language perfectly, but her accent is very strong and very foreign. Abeny is afraid employers won't want her because of it. She tries hard to find a job. She reads all the ads and sends many resumes. She comes to the interviews and answers all the questions. Her manners are excellent. Her skills are the best. She behaves and looks very professional, but still, every time, someone else gets the _____ job.</p> <p>One day, Abeni gets to a place that she really likes. It is a big firm that takes care of car rentals. All the people there seem very nice. The manager seems very nice. Actually, everything seems very nice, but the minute she opens her mouth she feels like the manager does not want her. At the end of the interview the manager says, "Okay, thank you." Abeni feels like he is not going to call. "This is not fair!" she thinks, "I can be his best worker!" She starts walking away when she realizes she must tell him what she thinks. She stops, turns around, opens her mouth to speak, and does not close it until everything is said clearly. The manager is very surprised. But Abeni is even more surprised. What about her manners? How did she do such a thing? This will be the end. But then the manager suddenly reaches for her. He asks her to sit down. He tries to smile. "I am going to be honest with you," he says. "I am very surprised. No one ever told this to me before. But the truth is that I feel ashamed. I could see you are a great worker. I should not judge you by your accent. There will be no such discrimination in this firm. Abeni, please accept this position and work for us." Abeni cannot believe her ears. She feels very excited. She is very happy he offers her the job. But she is even happier she finally spoke her mind!</p>

10 mins	During <ul style="list-style-type: none">● Tell students to prepare a mini-presentation about
5 mins	Post <ul style="list-style-type: none">● Choose some students to pass at the front and talk about
8 mins	To have students reflect upon the class <ul style="list-style-type: none">● How do you feel in this class?● Are the readings presented useful to practice new vocabulary?

CENTRO ESCOLAR CATÓLICO MADRE DEL SALVADOR

ENGLISH CLASS

NINTH GRADE STUDENTS

Lesson: 3

Topic: Money

Target Content: Talking about the story: Mary's life

Target Structure: Preset, past and continuous form

Objectives:

At the end of this lesson SWBAT:

- **Identify sentences which contain the present progressive structure**
- **Speak using the reading through a mini presentation**

Materials: Lesson plan ,whiteboard, markers, worksheets, and questionnaire sheet

7 mins

Greeting

Warm-up

Directions:

- This game is just like the game ""telephone"" but instead of passing a word or phrase around you pass a facial expression. Get the group in a circle. Have everyone close

	<p>their eyes except the person who wants to pass the ""face"". The passer will tap the shoulder of the person next to her, that person will open his eyes to receive the face. He will then tap the shoulder of the person next to him and pass the face along. Once you have passed the face you may keep your eyes open to watch it move around the group. At the end, the original passer receives the face from the last person in the group and then shows what the original face was! This game ALWAYS gets people laughing!</p>
10 mins	<p>PRE</p> <p>Make students underline the new words of the reading about money.</p> <p style="text-align: center;">Mary's Life</p> <p>It's a rainy Saturday. It's raining a lot and Mary and her family are spending the afternoon at home. Her uncles are visiting them. Mary and her father are in the living room. Mary is making a draw and her father, Mr.Harris, is surfing the net. They are also talking. Mary's older brother, Peter, is in his bedroom playing computer games. He is a computer fanatic and he spends much time playing on the computer. His little brother, Jim is also in the living room. He is playing with his dinosaurs' collection. Sometimes he teases Mary, he is a really naughty boy. Mary's mother, Mrs. Harris, is in the kitchen preparing a snack for all of them. She is making some tea and talking to Mary's uncles –Lucy and Tom. They are from the nearest town and stopped by to say hello. Fluffy, the family cat, is sleeping on the kitchen's sofa. We can't see him in the picture, but he is a true fluffy cat.</p>
10 mins	<p>During</p> <ul style="list-style-type: none"> ● Get students to talk about life they would have and tell students to answer some questions about the topic. ✓ What do you do with money? ✓ Do you spend it or save it? ✓ Do you keep money in a piggy bank or do you have a bank account? ✓ Do you get pocket money from your parents or do you work to earn money?

5 mins	Post <ul style="list-style-type: none">● Choose some students to pass at the front and talk about
8 mins	To have students reflect upon the class <ul style="list-style-type: none">● What is your opinion about money?● How do you feel during the speaking activities in this class?

CENTRO ESCOLAR CATÓLICO MADRE DEL SALVADOR

ENGLISH CLASS

NINTH GRADE STUDENTS

Lesson: 4

Topic: French Painting and impressionism

Target Content: Talking about the story: French painting and impressionism

Target Structure: Simple Past

Objectives:

At the end of this lesson SWBAT:

- **Identify sentences which contain the simple past structure**
- **Speak using the simple past through a mini presentation**

Materials: Lesson plan ,whiteboard, markers, worksheets, and questionnaire sheet

7 mins

Greeting

Warm-up

Directions:

This game is just like the game ""telephone"" but instead of passing a word or phrase around you pass a facial expression. Get the group in a circle. Have everyone close

	<p>their eyes except the person who wants to pass the "face". The passer will tap the shoulder of the person next to her, that person will open his eyes to receive the face. He will then tap the shoulder of the person next to him and pass the face along. Once you have passed the face you may keep your eyes open to watch it move around the group. At the end, the original passer receives the face from the last person in the group and then shows what the original face was! This game ALWAYS gets people laughing!</p>
10 mins	<p>PRE</p> <ul style="list-style-type: none"> ● Have Ss get into an atmosphere of museum; then, start reading a paragraph about activities at the museum. <p style="text-align: center;">French Painting and Impressionism</p> <p>Though there were many French artists over time, French painting became most influential and popular in the 17th century (1600s).</p> <p>As the years passed, the painting styles changed and French painters were often at the forefront of this change. "At the forefront" means being the leader or being in charge of making something change. French painters were responsible for one of the most loved painting styles of all time: Impressionism.</p> <p><i>Impressionism</i> is a style of painting in which artists use color and light to give the general feeling, rather than exact detail.</p> <p>Impressionism began in the 19th century (1800s) in Paris. A group of artists began painting and showing work that was very different from any kind of painting that had been done before.</p> <p>Some of the people in Paris at the time didn't like the new style of painting. They thought that it was not conventional enough. "Conventional" means traditional, not new. Many other people in Paris loved the new style of art, however, so these painters were able to find success.</p>

10 mins	<p>During</p> <ul style="list-style-type: none"> ● Have Ss. make a list of things to do at a museum. After that, students will create a top 5 of the most interesting countries they can visit.
5 mins	<p>Post</p> <ul style="list-style-type: none"> ● Learners will justify their selection by sharing personal experiences at a museum among the members of their group.
8 mins	<p>To have students reflect upon the class</p> <ul style="list-style-type: none"> ● Do you consider that the use of TBL will help you to develop your oral production? ● Are those activities a challenge for you? ● Would you like to continue working with TBL in your future classes?

CENTRO ESCOLAR CATÓLICO MADRE DEL SALVADOR

ENGLISH CLASS

NINTH GRADE STUDENTS

Lesson: 5

Topic: Bullying

Target Content: Talking about the story: Talking about the reading: Bullying

Target Structure: Present Progressive

Objectives:

At the end of this lesson SWBAT:

- to practice pronunciation and fluency
- to speak using the new words from the reading

Materials: Lesson plan ,whiteboard, markers, worksheets, and questionnaire sheet

7 mins

Greeting

Warm-up

Directions:

Choose one student and he or she have to mimic the action that the student teacher provides.

The rest of the students have to suppose what the action performed is.

	(taking a bath, eating pupusas, dancing any kind of music, sleeping at the park, swimming in the pool, checking facebook in a phone, singing any kind of music, reading a book, and watching tv)
10 mins	<p style="text-align: center;">PRE</p> <p>Tell students to look for new words in the paragraph</p> <p>Read the paragraph with the Ss</p> <p><i>What is bullying?</i></p> <p>Bullying is not just physical, like hitting or kicking someone, or taking their things without permission. Bullying can also be with words – saying or writing things that are not nice. Another type of bullying is social – choosing not to include someone, embarrassing someone or telling other people not to be friends with them. Bullying can happen at school, on public transport, when you're walking home, online ... in fact, it can happen anywhere. Bullying involves an imbalance of power – one person (or a group of people) that is more powerful than another. Maybe this person has private information or is more popular, or maybe they are physically bigger and stronger.</p> <p>How to help</p> <p>Does your school do anything to prevent bullying? Why don't you create a student anti-bullying group? This group can do many things. Let the head teacher know how well the school is doing with fighting bullying and give them advice. Choose an anti-bullying slogan for your school, make posters and displays or take over the school's social media for a week to send out anti-bullying messages.</p> <p>Bullying is a social problem and it needs a solution from society – in other words, everyone. The next time you see someone being cruel to someone else, take a stand! Don't laugh or ignore what's happening – tell an adult as soon as possible and help everyone to realize that bullying is not OK.</p> <p>Tell students to write on their notes some tips to prevent: Bullying</p>
10 mins	<p>During</p> <ul style="list-style-type: none"> • Choose some students to pass at the front and perform the reading

5 mins	Post <ul style="list-style-type: none">• Point out incorrect statements and reinforce new vocabulary in context
8 mins	To have students reflect upon the class <ul style="list-style-type: none">• What do you think about the organization and procedures followed in this class?• Do you consider that you have improve the way you communicate your ideas in English?

CENTRO ESCOLAR CATÓLICO MADRE DEL SALVADOR

ENGLISH CLASS

NINTH GRADE STUDENTS

Lesson: 6

Topic: Social Media is a vehicle for doing good

Target Content: Talking about the story: Social Media is a vehicle for doing good

Target Structure: Present Progressive and simple present

Objectives:

At the end of this lesson SWBAT:

- **Identify sentences which contain the simple present and present progressive structure**
- **Speak using the simple present and the present progressive through a mini presentation**

Materials: Lesson plan ,whiteboard, markers, worksheets, and questionnaire sheet

7 mins

Greeting

Warm-up

Directions:

	<ul style="list-style-type: none"> • Ss will be in two groups. • Choose a representative per each group. • The teacher will give a letter and the students have to write the board a verb that starts with the given letter • The group who has more points win
10 mins	<p>PRE</p> <p>Tell students to look for new words in the paragraph</p> <p>Read the paragraph with the Ss</p> <p>Social Media Is a Vehicle for Doing Well</p> <p>Whether teens are developing fundraisers or supporting an important cause, social media is a great vehicle for teens to make an impact in their communities. In fact, some movements have even started simply by teens leveraging social media to build awareness for an issue all from the comforts of their home.</p> <p>Whether they are making YouTube videos or developing Twitter campaigns, teens have more impact on the world around them than ever before simply because of social media. Moreover, their voices are being heard more frequently. Finally, social media exposes kids to important issues all over the world not just those in their communities. As a result, they realize that social media is a way for them to help and support people despite being so far away. They can instantaneously make an impact on things like hunger in Africa, preserving the rainforest or providing educational tools for kids without resources.</p> <p>The key is that parents encourage their kids to use social media for more than just selfies. Instead, show them how to use it as a tool to affect the world. Doing so also helps your teen develop kindness and <u>gratitude</u>.</p> <p>Tell students to prepare a mini-presentation about Social Media is a vehicle for doing good</p>
10 mins	<p>During</p> <ul style="list-style-type: none"> • Choose some students to pass at the front and talk about the reading
5 mins	<p>Post</p> <ul style="list-style-type: none"> • Point out incorrect statements and reinforce new vocabulary in context

8 mins	To have students reflect upon the class <ul style="list-style-type: none">• What is your opinion about the vocabulary acquired?
--------	------------------------------------------------------------------------------------------------------------------------------------------------------

CENTRO ESCOLAR CATÓLICO MADRE DEL SALVADOR

ENGLISH CLASS

NINTH GRADE STUDENTS

Lesson: 7

Topic: Friendship

Target Content: Talking about the story: Friendship

Target Structure: Present Progressive, simple present, and present perfect

Objectives:

At the end of this lesson SWBAT:

- to use phrases related to common activities at home
- to practice pronunciation and fluency

Materials: Lesson plan ,whiteboard, markers, worksheets, and questionnaire sheet

7 mins

Greeting

Warm-up

Directions:

- Have students create a short poem about friendship
- Some students share the poem with their classmates

10 mins	<p>PRE</p> <p>Have Ss look for new words</p> <p>The Ss teacher reads the paragraph with the students</p> <p style="text-align: center;">Friendship</p> <p><i>Friendship is the most valuable relationship in the life of a person instead of having many important things in life. No one of us has complete and satisfied life if we lack faithful friendship. Everyone needs a good and loyal friend to share bad or good life events, enjoy happy moments and share unbearable events of the life. A good and balanced human interaction is very necessary for the survival of everyone.</i></p> <p><i>Good friends share each other's emotions or sentiments which bring feeling of wellbeing and mental satisfaction. A friend is a person whom one can know deeply, like and trust forever. Instead of being some similarity in the nature of two persons involved in the friendship, they have some different traits but they need each other without changing their uniqueness. Generally, friends motivate each other without criticizing but sometimes good friends criticize to bring some positive changes in each other</i></p> <p>By creating a comic in the notebooks, students prepare a mini presentation about the reading friendship</p>
10 mins	<p>During</p> <p>Have students create a mini presentation about the comic they have created</p>
5 mins	<p>Post</p> <ul style="list-style-type: none"> • The student teacher provides feedback to the Students
8 mins	<p>To have students reflect upon the class</p> <ul style="list-style-type: none"> • What do you think about the way the vocabulary was presented? • Is it better for you to work in groups? Why?

CENTRO ESCOLAR CATÓLICO MADRE DEL SALVADOR

ENGLISH CLASS

NINTH GRADE STUDENTS

Lesson: 8

Topic: Things you can do to help save the earth

Target Content: Talking about the story: Things you can do to help save the earth

Target Structure: Present Progressive

Objectives:

At the end of this lesson SWBAT:

- **Identify sentences which contain the simple present and present progressive structure**
- **Speak using the simple present and the present progressive through a mini presentation**

Materials: Lesson plan ,whiteboard, markers, worksheets, and questionnaire sheet

7 mins

Greeting

Warm-up

Directions:

- Ss will be in two groups.
- Choose a representative per each group.

	<ul style="list-style-type: none"> • Those representatives have to draw on the board an action given by the student teacher. (taking a bath, eating pupusas, dancing any kind of music, sleeping at the park, swimming in the pool, checking facebook in a phone, singing any kind of music, reading a book, watching tv) • The rest of the students have to guess what the action is. • The group that has more points win.
10 mins	<p>PRE</p> <p>Tell students to look for new words in the paragraph</p> <p>Read the paragraph with the Ss</p> <p>Things you can do to help save the earth</p> <ol style="list-style-type: none"> 1. Pay attention to how you use <u>water</u>. The little things can make a big difference. Every time you turn off the water while you're brushing your teeth; you're doing something good. Got a <u>leaky toilet</u>? You might be wasting 200 gallons of water a day. Try drinking tap water instead of <u>bottled water</u>. Wash your clothes in cold water when you can. 2. Leave your car at home. If you can stay off the road just two days a week. Combine your errands, hit the post office, grocery store and shoe repair place in one trip. It will save you <u>gas</u> and time. 3. Walk or ride your <u>bike</u> to work, school and anywhere you can. You can reduce greenhouse gases while <u>burning some calories</u> and improving your health. If you can't walk or bike, use <u>mass transit</u> or carpool. Every car not on the road makes a difference. 4. To recycle can help reduce pollution just by putting that soda can in a different bin. If you are trying to choose between two products, pick the one with the least packaging. If an office building of 7,000 workers <u>recycled</u> all of its office paper waste for a year, it would be the equivalent of taking almost 400 cars off the road. <p>Tell students to prepare a mini-presentation about the things they can do to save the earth</p>
10 mins	<p>During</p> <ul style="list-style-type: none"> • Choose some students to pass at the front and talk about the reading

5 mins	Post <ul style="list-style-type: none">• Point out incorrect statements and reinforce new vocabulary in context
8 mins	To have students reflect upon the class <ul style="list-style-type: none">• What is your opinion about the class development?• Were the speaking activities appropriate to apply what you already know in English?

APPENDIX J

INDICATORS	CLASES	COMMENTS	OBJECTIVE
1. Students participation	1. August 27 th . 2. August 30 th . 3. September 04 th . 4. September 18 th . 5. September 25 th . 6. September 27 th . 7. October 02 nd . 8. October 25 th .	1.1 Most of the students participate in the dialogue about the paragraph Money 1.2 Most of the students participate in every single activity 1.3 She makes a big effort so that all the students participate 1.4 The teacher tries to include all the students in the activities 1.5 Students start to read loudly the reading, then they use into the activity. 1.6 The students participate to read the paragraph the teacher gives them. 1.7 The teacher gives them a reading to all of them. 1.8 The students read the paragraph about	To verify ninth grade students' response to Theme Based Learning (TBL) in the English classes at Centro Escolar Católico Madre del Salvador, in the year 2019
2. Teachers observation		2.1 She makes all the students participate. 2.2 She makes all the students participate 2.3 She tries to make the students participate in every single class. 2.4 She encourages all the students give her opinion. 2.5 The students read the paragraph	

		<p>about.</p> <p>2.6 He has them read and participate.</p> <p>2.7 He has them participate.</p> <p>2.8 He makes them to participate during the class.</p>	
<p>3. Teacher adapts real-life situations</p>		<p>3.1 Forming groups is a good way that they practice.</p> <p>3.2 She brings the reading bilingual school. Most of the students gave their opinions about it.</p> <p>3.3 She always make the students perform role-plays or conversations.</p> <p>3.4 She incorporate the reading do not discriminate and all the students give their opinions about the reading.</p> <p>3.5 He has them create a group of 5 and make a conversation.</p> <p>3.6 He has them create a group of 5 and make a conversation.</p> <p>3.7 He has them read and then make a presentation.</p> <p>3.8 He has them form groups and create a presentation.</p>	
<p>4. Including (TBL) activities</p>		<p>4.1 She makes the students use new vocabulary and new tenses.</p> <p>4.2 Students use the new vocabulary naturally.</p> <p>4.3 Most of the students speak naturally when performing the</p>	

		<p>speaking vocabulary activities.</p> <p>4.4 She makes the students use the new reading vocabulary.</p> <p>4.5 Students are afraid to speak because they are not accustomed.</p> <p>4.6 Students pass in front in order to make the presentation.</p> <p>4.7 He gives them a reading about and tell them to read and comprehend it.</p> <p>4.8 He gives them a reading about “ “ and tell them to read and comprehend it.</p>	
<p>5. Students are encouraged to speak in class.</p>		<p>5.1 Most of the students participate when she asks something about the class.</p> <p>5.2 She encourages the students who do not like to participate to speak.</p> <p>5.3 She makes students participate in her lessons.</p> <p>5.4 She makes many activities so that all the students participate.</p> <p>5.5 Students are afraid to speak because they are not accustomed.</p> <p>5.6 Students pass in front in order to make the presentation.</p> <p>5.7 He has them participate in each activity.</p> <p>5.8 He has them pass in front to present it.</p>	

<p>6. Students are willing to participate in class.</p>		<p>6.1 Most of the students participate in the dialogue.</p> <p>6.2 Most of the students participate in the role-play.</p> <p>6.3 Students participate in speaking oral activities about the reading.</p> <p>6.4 Students participate in speaking oral activities about the reading.</p> <p>6.5 Some of them want to participate.</p> <p>6.6 Some of the students pass in front to make a presentation.</p> <p>6.7 The students pass in front to do the conversation.</p> <p>6.8 The students pass in front to present what they did.</p>	
----------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

APPENDIX K

QUESTIONS	ANSWERS	INDICATORS	OBJECTIVE
<p>1. What do you think about the activities (Bullying, Do not discriminate, Money, etc.) carry out during the classes?</p>	<p>1.1. Muy bonitas y divertidas.</p> <p>1.2. Divertidas, muy dinámicas.</p> <p>1.3. Son super entretenidas y divertidas al mismo tiempo aprendes mucho.</p> <p>1.4. Muy divertido e interactivo.</p> <p>1.5. Pienso que fueron bastante dinámicas y educativas.</p> <p>1.6. Pienso que fueron muy bonitas y dinámico todo.</p> <p>1.7. Las actividades fueron buenas, me gustaron, me divertí mucho y lo más importante aprendí mucho.</p> <p>1.8. Muy divertidas, me gustaron mucho.</p> <p>1.9. Muy buenas.</p> <p>1.10. Pues fueron muy geniales y dinámicas y nos hizo participar.</p> <p>1.11. Que son divertidas</p>		<p>To analyze the effectiveness of an English class under Theme Based Learning (TBL) parameters at Centro Escolar Católico Madre del Salvador, in the year 2019.</p>

	<p>y nos enseña muchas cosas.</p> <p>1.12. Que son muy divertidas y didácticas.</p>		
<p>2. How did you feel with speaking activities in classes?</p>	<p>2.1. Muy bien y lo bueno es que aprendí mucho.</p> <p>2.2. Más activo.</p> <p>2.3. Me divertí mucho.</p> <p>2.4. Más inteligente y bilingüe.</p> <p>2.5. Muy entretenido.</p> <p>2.6. Me sentí muy bien, los profesores muy amables.</p> <p>2.7. Me sentí muy bien, me divertí, aprendí mucho y los chicos que estuvieron con nosotros, muy buenos a la hora de dar las actividades y muy atentos.</p> <p>2.8. Excelente, enseñan muy bien.</p> <p>2.9. Bien, aprendimos mucho.</p> <p>2.10. Pues bien, aprendimos algo y eran divertidas.</p> <p>2.11. Alegre, porque teníamos una</p>		

	<p>participación variada.</p> <p>2.12. Cómoda con los temas y la manera de la que se trabajó.</p>		
<p>3. Were the activities presented useful to practice vocabulary, for example: leaky, bottled water, recycled, and burning some calories?</p>	<p>3.1. Sí y mucho, gracias a ello desarrollé más mi vocabulario.</p> <p>3.2. Sí, fueron muy útiles.</p> <p>3.3. Sí, mucho.</p> <p>3.4. Sí.</p> <p>3.5. Sí, porque conocí mas palabras y me pude expresar mejor gracias a eso.</p> <p>3.6. Sí, muy útiles aprendí mucho.</p> <p>3.7. Sí, fueron muy útiles me ayudaron mucho en la lectura, pronunciación y expandí mi vocabulario.</p> <p>3.8. Sí, nos ayudaron mucho, hicieron un buen trabajo.</p> <p>3.9. Sí.</p> <p>3.10. Sí aprendimos mucho.</p> <p>3.11. Sí aprendimos mucho.</p>		

	3.12. Sí.		
4. What was the most difficult during the classes with this type of activities (Bullying, do not discriminate, money, etc.)?	<p>4.1. Expresarme con los demás compañeros.</p> <p>4.2. Saber expresarse en inglés.</p> <p>4.3. Nada, era muy fácil.</p> <p>4.4. Pasar al frente a hablar.</p> <p>4.5. Hablar en frente de los demás.</p> <p>4.6. Las actividades fueron tan buenas que nada fue difícil y no me costó aprender nuevas palabras.</p> <p>4.7. Bueno no fue difícil porque enseñaron bien todo fue comprensible.</p> <p>4.8. Pasar a exponer.</p> <p>4.9. Pasar a exponer en inglés. Que solo a nosotras nos mandaban a exponer.</p> <p>4.10. Las presentaciones sorpresas que nos hacían.</p> <p>4.11. Exponer en inglés y saberse expresar.</p>		

<p>5. Which were the benefits you got from those activities?</p>	<p>5.1. Aprendí nuevas palabras.</p> <p>5.2. Nuevo aprendizaje, diferente manera de trabajo.</p> <p>5.3. Practiqué la manera escrita, leída y oral.</p> <p>5.4. Eran divertidas e interesante.</p> <p>5.5. Mejora de vocabulario.</p> <p>5.6. Aprendí nuevo vocabulario.</p> <p>5.7. Me ayudaron mucho en la lectura y me fue beneficioso para expandir mi vocabulario y me ayudó en modular.</p> <p>5.8. Expandir más mi pronunciación, nuevo vocabulario, etc.</p> <p>5.9. Aprendimos nuevas palabras.</p> <p>5.10. Pues aprendimos nuevas palabras.</p> <p>5.11. Más aprendizaje y más confianza en sí mismo a la hora de exponer.</p> <p>5.12. Nuevo vocabulario y mejor manera de</p>		
-------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	comprender.		
6. Do you consider that the vocabulary presented was difficult?	<p>6.1. No, excelente.</p> <p>6.2. No, muy interesante.</p> <p>6.3. No, era muy fácil de aprender.</p> <p>6.4. No, fue fácil de aprender.</p> <p>6.5. No, fue bastante educativo e interesante.</p> <p>6.6. No, excelente.</p> <p>6.7. No, fue acertado, correcto y comprensivo.</p> <p>6.8. No, muy práctico para lo que nos espera en un futuro.</p> <p>6.9. No, nos ayudó porque fue muy efectivo.</p> <p>6.10. Pues nos ayudó porque fue muy efectivo.</p> <p>6.11. No, fue muy útil.</p> <p>6.12. No, muy bueno e interesante.</p>		
7. Would you like the teacher to continue working with those activities?	<p>7.1. Sí me gustaría.</p> <p>7.2. Sí me gustaría.</p> <p>7.3. Sí, por favor.</p> <p>7.4. Sí, es mejor.</p> <p>7.5. Sí, pienso que sería bueno para nuestro</p>		

	<p>aprendizaje.</p> <p>7.6. Sí me ayudará mucho más para mi aprendizaje.</p> <p>7.7. Sí me encantaría fueron maravillosas.</p> <p>7.8. Sí, espero que si ya me han encantado, espero que los teachers sigan así.</p> <p>7.9. Sí, me gustaría mucho.</p> <p>7.10. Sí me gustaría mucho.</p> <p>7.11. Sí, son muy alegres y participativas.</p> <p>7.12. Sí.</p>		
<p>8. Which aspects have you improved till now with these activities?</p>	<p>8.1. Expresarme frente a mis compañeros y aprendí nuevas palabras.</p> <p>8.2. Saber como expresarme en inglés y la manera de trabajar.</p> <p>8.3. Mejoré la forma de escribir, leer y hablar.</p> <p>8.4. Pasar hablar frente a mis compañeros.</p> <p>8.5. Mejoré mi vocabulario.</p> <p>8.6. Aprendí hablar</p>		

	<p>enfrente de los demás y nuevo vocabulario.</p> <p>8.7. Me benefició para expandir mi vocabulario y me ayudó a modularlo.</p> <p>8.8. Expandir más mi pronunciación y aprendí vocabulario.</p> <p>8.9. Pasar a exponer y aprendí nuevas palabras.</p> <p>8.10. Pasar a exponer en inglés.</p> <p>8.11. Mi confianza a la hora de exponer.</p> <p>8.12. Expresarme en inglés y manera de comprenderlo.</p>		
<p>9. Do you consider that the use of these activities have helped you to communicate or express your ideas?</p>	<p>9.1. Sí mucho.</p> <p>9.2. Sí.</p> <p>9.3. Sí, más al momento de responder ideas del texto.</p> <p>9.4. Sí.</p> <p>9.5. Sí.</p> <p>9.6. Sí.</p> <p>9.7. Fueron mas divertidas las clases y por lo tanto aprendí más a la hora de comunicarme.</p>		

	<p>9.8. Yes, these activities are so funny and excelent form for express the students a new language.</p> <p>9.9. Sí, porque nos ayuda mucho.</p> <p>9.10. Sí porque nos ayuda mucho.</p> <p>9.11. Sí, porque me ayuda a poder pedir favores.</p> <p>9.12. Sí porque se fomento la lectura y comprensión.</p>		
<p>10. What is your impression of the teacher support in the activities and the feedback at the end of the class?</p>	<p>10.1. Si aprendimos mucho luego compartían con nosotros.</p> <p>10.2. Enseñan muy bien y van por un buen camino.</p> <p>10.3. Ambos eran muy divertidos.</p> <p>10.4. Interesante porque son graciosos.</p> <p>10.5. Lo hicieron bastante bien.</p> <p>10.6. Sí, aprendí mucho al final de la jornada.</p> <p>10.7. Fue muy buena</p>		

	<p>como lo dirían los profesores mismos. Excelent!</p> <p>10.8. Que fueron muy atentos en todo, amables, buenos en su área; serán buenos profesores en un futuro no muy lejano.</p> <p>10.9. Muy bien porque hacían dinámicas nuevas.</p> <p>10.10. Pues muy bien porque hacían dinámicas nuevas y aprendíamos divirtiéndonos.</p> <p>10.11. Que son muy amables y respetuosos.</p> <p>10.12. Que van por buen camino.</p>		
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--